DOCUMENT RESUME

ED 280 274 FL 016 520

AUTHOR	Dwyer, David J., Comp.
TITLE	A Resource Handbook for African Languages. A Listing of the Institutional, Human, and Material Resources for the Teaching and Learning of the Eighty-Two Highest Priority African Languages.
INSTITUTION	Michigan State Univ., East Lansing. African Studies Center.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	86
NOTE	604p.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF03/PC25 Plus Postage.
DESCRIPTORS	*African Languages; Dialects; Guides; *Human Resources; *Information Sources; Language Classification; Language Role; Language Typology; Needs Assessment; *Organizations (Groups); Reference Materials; *Resource Materials; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages

ABSTRACT

A handbook and directory of resources for teaching and learning the 82 African languages selected as the highest priority for course offerings in the United States consists primarily of profiles for each language. Each profile contains information on the language's classification, distribution, number of speakers, usage status, dialects, orthographic status, and requirements for learning materials, and listings of all individuals and institutions carrying out work in some way pertinent to the teaching of the language. Specialist evaluations of the materials and information on material availability are also included. Appendixes include lists of the languages by priority category, questionnaires used in compiling the guide, a bibliography, individual and institutional addresses, and country-language and language-country indexes. (MSE)

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A RESOURCE HANDBOOK
FOR
AFRICAN LANGUAGES

A listing of the institutional, human, and material
resources for the teaching and learning of the
eighty-two highest priority African languages

Compiled
by
David J. Dwyer

African Studies Center
Michigan State University
East Lansing, Michigan

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A RESOURCE HANDBOOOK
FOR
AFRICAN LANGUAGES

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Prepublication Education
September 1986

Cover illustration by Bob Brent

This book is dedicated to those who, with their
energies and their lives, are working to rid
the world of Apartheid

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ACKNOWLEDGMENTS

This work represents the combined efforts of numerous individuals around the world who have contributed to various aspects of this project, from its design to the providing of information on the languages presented in this volume. Of these literally hundreds of individuals involved, the work of those described below merit special attention. The Director of the African Studies Center at Michigan State University, David Wiley, provided both inspiration and guidance for this project. The Project Assistants, Kay Irish, Everyl Yankee, and Penny Clark, handled correspondence, data gathering, logistics, and word processing. Kulikoyela Kahigi worked on processing the language materials evaluations. The African Studies Center staff also contributed, especially Melba Lacey and Julie Smith, who managed the books, Elizabeth Johnston, who edited the final manuscript, and Zinta Konrad, Anne Schneller, and Lidwien Kapteijns, who helped construct the proposals that made the funding of this project possible. Finally, Kristine Isbell, Saundra Redmond, Ann Alexander, and Kirsten Gilbert typed and corrected the manuscript. Thank you and well done.

This project owes a special debt of gratitute to all those who supplied direct information for the individual languages presented in this volume. These names are listed by language in Appendix C.

We are also indebted to the United States Department of Education for its financial support and encouragement of this project under Title VI of the Higher Education Act, International Research Projects. Finally, we are grateful to Studies in African Linguistics and the Journal of African Languages and Linguistics for publishing notices concerning this project.

PART I: THE DESIGN OF THE DIRECTORY

This directory represents the efforts of a project designed to provide, for the first time, a listing in handbook form of the human, institutional, and material resources currently available for and pertinent to the study of a select set of African languages. It is part of a general project being undertaken by the Africanist community in the United States to approach systematically the problem of how to offer most effectively instruction in the some 2,000 modern African languages. One important step in this project was to establish a priortiy listing for African language offerings in this country. This listing (see Appendix A) was one of the major outcomes of a March 1979 conference, "African Language Instruction in the United States: Directions and Priorities for the 1980's," held on the campus of Michigan State University. It is with this priority listing that this directory deals.

The project was made possible through a grant from the U.S. Department of Education, with considerable support from the African Studies Center and the College of International Programs at Michigan State University, along with the worldwide cooperation and support of the Africanist community (including individuals and institutions whose names appear throughout these pages). In addition, Appendix C contains an alphabetical listing of individuals whose contributions to this project merit special recognition.

The Diversity of African Languages

The reasons for choosing to study an African language are much the same as for any other. However, the choice is complicated by the fact that Africa has more languages per unit area than any other place of comparable size in the world. Most informed estimates of the number of distinct African languages fall within the 1000 to 2000 range. This fact alone explains why language in Africa must be seen in a very different perspective from that usually taken in the West, where we are accustomed to thinking in terms of one or possibly two languages per nation; in Africa, one finds an average of around 37 languages spoken per country.

This extensive multilingualism leads to a whole array of policy problems of which non-Africans are only vaguely aware. For example, what should a government's policy be on language use in government, education, and commerce? These decisions are not easily made, for they may well favor one group of speakers over another. Furthermore, the consequences of these policies raise other issues concerning the use of written materials, such as legal and official documents and textbooks. These matters in turn lead to questions of how to standardize those languages which lack written traditions, questions which include the establishment of an orthography and the identification of a standard dialect from among several competitors.

Diversity also leads to policy questions for language educators outside Africa who are sincerely interested in helping to make the richness and significance of Africa's culture and history available to the world. These are also unaccustomed questions for Westerners. That is, in preparing to go to Germany, we would expect to study German, but which of the

20 languages do we choose if we are interested in Sierra Leone? The choice goes beyond the issue of what country one wishes to visit. It involves such questions as what one is going to do there, with whom one is going to speak, and so forth. It is clear that this line of questioning might well lead to the study of any of the 2000 or so African languages.

Learning Resources

Furthermore, the study of any given African language involves the matter of learning resources. We assume that there are textbooks, dictionaries, readers, and so forth, in French, Spanish, and German. One merely needs to go to the library or bookstore to obtain them. All that remains is for us to make a serious personal commitment of time, effort, and money to acquire mastery of this language.

Once we have identified an African language for study, however, we cannot be certain that learning materials are available, instructors are willing and able to teach, or institutions are willing to underwrite the associated expenses. There are simply too many languages and too few resources to make it practical possible to offer high quality materials and instruction for all of Africa's languages. Furthermore, if limited resources are to be used efficiently, it will be necessary for the African language community to systematize its approach to the instruction of these languages in the 1980s.

In the United States, the areas currently receiving systematic attention are as follows: (1) prioritizing African languages for the purpose of optimizing language offerings;

(2) resource documentation; (3) resource assessment; and (4) resource development.

Determining Priorities

Although it should be obvious that any language in its own right is as worthy a candidate for study as any other, when the practical matters of cost and limited resources come into play, it becomes necessary to assign a priority to these languages so that the widest range of needs will be served.

To determine such a list of African languages, it is first necessary to establish reliable and objective criteria by which the list can be constructed. For these criteria to have any authority, they must be seen to represent the considered judgment of an informed and legitimate body.

In March 1979 (following upon the initiative of the federally funded African Studies Center directors and language program coordinators at the November 1978 meeting of the African Studies Association), 32 African language specialists and area directors met at a conference on the Michigan State University campus "to establish a common understanding of the problems of African language instruction and to establish a common set of priorities and directions for the 1980's" (Dwyer and Wiley 1980). One of the most important results of this conference was the construction of a ranking of African languages for the purpose of teaching and learning priorities in the United States. These criteria, as reported in Dwyer and Wiley (1980, p. 7) are listed below.

1. Number of speakers: This would include the number of

people who speak the language as their first language and, where information is available, those who speak it as a second language.

2. Political, cultural, and social importance: This includes such factors as whether the language is recognized as the official one of any country; whether it extends across national boundaries; how widely it is used as a lingua franca; whether it is used in educational systems; the extent to which a recognized literature, oral or written, exists; whether speakers and/or national governments are actively promoting use of and literacy in the language.
3. Importance for U.S. national interests: This includes factors of economic ties, diplomatic relations and developmental cooperation which might boost a language's relative importance with respect to language offerings in this country.

Having established the criteria, the conferees then proposed that rather than making a single rank-ordering of all African languages, they should be assigned to one of four priority groups (A through D), ranging from highest priority to lowest. (See appendix A.)

1) The 23 group A languages, the highest category, are either significant international languages or major languages of large African countries. In addition, the people who use them, either as a first or second languages, number in the millions.
2) The 30 group B languages have a speakership of at least one million and are either significant regional languages of large countries or are spoken in two or more smaller countries.
3) The 29 group C languages are either significant languages of smaller countries or are otherwise felt to be of special importance.
4) All remaining African languages, by far the vast majority, fall into group D.

Again, we would like to emphasize that this ranking merely attempts to suggest practical parameters, given the limited resources in African language instruction in the United States.

A Word of Caution

The conference report (Dwyer and Wiley 1980) also contained a note of caution. Because of the enormity of the task of ranking some 2000 languages and the difficulty in obtaining accurate and unambiguous demographic information, particularly as regards population, categories B and C in particular should be regarded as "open." Thus, when it is shown that a language fits the criteria for another group, it should be reclassified accordingly. For example, Nama spoken in Namibia is currently classified as a group C language, but because it is represented by only 100,000 speakers it would more appropriately be classified as a group D language. Ruryankore-Rukiga, spoken in Uganda by 1.5 million people ought to be classified in group B instead of its current group D classification. Appendix B contains a listing along with estimated speakers of current group D languages which appear to fit into groups B and C.

With this in mind, as well as the knowledge that any language may shift in its social, political, or economic importance over time, the conference members recommended a periodic review and revision of the language ranking groups.

One should also be aware of other dangers of this categorization. Since these divisions are not natural but imposed, several equivocal languages were given a ranking only after considerable discussion. There is also the risk of rigidification of what should be seen as flexible categories. Finally, there is the risk of using this categorization for purposes other than trying to provide a classification of language teaching priorities in the United States.

Resource Documentation

A second area in which systematic work has been done is resource documentation. Since 1976, the Center for Applied Linguistics has been cataloging and annotating materials pertinent to the study of all African languages. This has resulted in the Johnson et al (1976) publication, Language of Sub-Saharan Africa: A Survey of Materials for the Study of the Uncommonly Taught Languages, and its 1982 supplement. The Center for Applied Linguistics project is complemented by our own (human and institutional) African Language Resource Project: Its main goal is to identify for each of the 82 high priority languages (groups A, B, and C) those individuals and institutions involved in any aspect of these languages which may be pertinent to their study. The project has the secondary goal of identifying relevant learning materials (including manuscripts and obscure publications) which have not received public attention to date. These materials are of the sort which, with a modest amount of effort and expense, could make a sizable contribution to the publicly available literature for the study of these high priority African languages.

Resource Assessment

Ideally, the serious study of any language requires the following ingredients: (1) a set of learning materials; (2) a trained language teacher; (3) a fluent speaker of the language; (4) An individual who knows the language technically; and (5) One or more highly motivated learners.

In the case of teaching European languages, the usual practice has been to employ as the teacher someone who embraces requirements 2, 3, and 4. This individual then selects from the wide assortment of learning materials, those felt to be the most suitable based on the type of course and the teacher's methodology and style of teaching.

In the case of teaching an African language, although often with the exception of the group A languages, it has been necessary to employ two individuals who together embrace requirements 2, 3, and 4 and who work as a team. This team then selects the appropriate learning materials for the class.

However, in most cases there are few materials from which to choose, even in the first year of study. In general, if we can find a complete set of materials, suitable or not, for first year study of one of these 82 high priority languages, we are fortunate. If this set is also appropriate (given the course type and our teaching style and methodology), we are indeed fortunate. But when our students move on to intermediate and advanced levels, our chances of finding any materials, adequate or not, fall almost to nil. The fact is that for very few African languages are there materials designed for use beyond the beginning level. At this point the instructional team is forced to rely on its own resources, adapting material from a variety of sources as well as generating its own intermediate and advanced instruction.

Materials Assessment

Thus, another main area of ongoing investigation in this country has been materials assessment for African languages which began in the 1960s. At that time, African languages were lumped with all Third World and minority languages under the euphemistic rubric of "critical languages" (see Fife and Nielson 1961; Hamp 1965). These surveys tended to lack the appreciation for the African language situation mentioned above and certainly the Africanist expertise needed to deal with it. The March 1979 Directions and Priorities meeting mentioned earlier also raised similar criticisms of aspects of the report by the Modern Language Task Force, Less Commonly Taught Languages (in Brod 1980).

In the 1970s with the support of the then U.S. Office of Education, systematic materials surveys were initiated, the most notable by Hodge and Spears (1975). Offered for the first time was a set of criteria for determining high priority languages and an assessment of learning material needs. As great as this improvement was, the assessment now requires revision for several reasons: (1) new materials have been added to the list; (2) the priority listing has been refined; and (3) new concerns have been raised concerning the suitability of learning materials.

But production of effective recommendations for revising these evaluations requires the involvement of the entire African language teaching community. Only when the users of these materials are involved will the guidelines have any practical value.

To this end, the U.S. Department of Education, with additional support from the National Endowment for the

Humanities, provided funds to plan and conduct a guidelines conference; it was held on the campus of Michigan State University in spring 1984. One result was this directory.

The Structure of the Directory

This directory is intended to serve as a guide to the 82 high priority African languages. Each is profiled according to: (1) language classification and where spoken; (2) number of speakers; (3) usage; (4) dialect survey; (5) orthography status; (6) sets of learning materials required; (7) resources, both human and institutional; (8) materials evaluations; and (9) materials bibliography.

These categories, which emerged in the course of developing the language profiles, represent the basic concerns of any program seeking to systematize the teaching of these languages in this country. The discussion that follows brings out the thinking behind these basic concerns, showing their importance to the planning of systematic and efficient African language offering in the United States.

The Language Headings

As we began assembling these profiles, we encountered a major complication: An underlying, if not overt, assumption of the 1979 priorities conference was that each of the 82 language headings represented a distinct language in the Western sense - that only one set of learning materials need be assembled for adequate instruction in the language. In preparing the profiles, however, we often found that linguistic varieties (dialects) within a language heading might, for various reasons, require more than one set of learning materials. It soon became clear that before making any materials recommendations, it would be necessary to know how many sets of learning materials would be adequate for teaching the languages and dialects.

Language Units

For the purposes of this discussion, we define language unit as a collection of dialects and possibly even distinct languages for which one set of learning materials would provide adequate coverage. With this definition, we then sought to determine how many language units belonged to each of the 82 priority language headings.

Establishing the language units was much more difficult than might appear from this definition. Above all, such units must conform to the social reality of the usage of the language varieties. Thus, while structural measurements of common vocabulary, shared morphological and syntactic features, and degree of mutual intelligibility may be useful in identification, it may well be that historical developments involving economic, social, and cultural factors also render these structural criteria not only irrelevant but also misleading. Furthermore, we must recognize the possibility that even a thorough knowledge of the historical context will not lead us to unequivocal language units.

Written Traditions

In many cases, our task was simplified or even completed because a standard literary form of the language in question existed. For example, in Amharic, Swahili, and Hausa, language materials are generally written using the standard literacy form (even though explanatory notes and perhaps diacritics may be needed to explain how the written form is to be pronounced).

Furthermore, it is clear from our knowledge of the development of language standardization in the West that literacy and the establishment of a written tradition have played an extremely important role. In this regard, one of the clearest indicators of whether two linguistic varieties (languages or dialects of the same language in the strictest sense) are considered distinct variants of the same language is whether the two share the same literary tradition. In fact, we may go farther by noting that different literary traditions are often represented by different dictionaries specifying the written form to be used, regardless of phonemic form of the dialects involved. Thus German and Dutch, while mutually intelligible, stand as separate and distinct languages by virtue of their different writing traditions and distinct dictionaries.

Most African languages do not have a written tradition that dates before 1900. In the twentieth century rush to develop orthographies and writing traditions for these languages by various agencies, official and unofficial, several competing traditions often arose for what is ostensibly the same linguistic form. The task of language planners and policy makers in Africa has not been so much one of establishing a written tradition as of resolving the problem of conflicting traditions.

It should also be clear that while one orthography may be better from either a phonemic or practical writing point of view, the process by which a single writing tradition emerges is essentially political, involving negotiation, compromise, and legislation, a process that can only occur over time. Needless to say, this is happening in all countries of Africa, generally with official government sanction, but usually with little financial support because of limited resources. Nevertheless, language teachers need to recognize that these efforts to establish written traditions are tantamount to establishing a standard dialect of the language. Not only is this an important and natural development in its own right, but also, when accomplished, it solves the task defined above of establishing what we have termed "language units." It is important, then, that the African linguistic community outside Africa not only keep abreast of these efforts, but also offer assistance when possible.

The Domain of a Language

Related to the questions of usage and orthography is the problem of identifying the domain of the language headings used in this directory. The term domain here refers to where, on what occasions, and with whom a language is spoken. This seemingly simple matter is not so easily resolved, especially in Africa.

Several surveys of the domain of African languages have been undertaken, such as Voegelin and Voegelin (1978), Grimes (1978), and Heine's (1978) survey of the lingua franca of Africa. Similar work has been done periodically by missionary societies, such as the United Bible Society's World Translation Program Report UBS. David Dalby (1977), of the School of Oriental and African Studies, University of London, has put together a detailed map of the languages of Africa.

The question of domain is complicated by the reality that one cannot always sharply separate one language from another or neatly subdivide a language into its dialects. We find within Africa, as elsewhere, language areas (such as eastern Nigeria, southern Liberia) where mutual intelligibility exists between adjacent communities but not across the area as a whole. This situation points out the futility of insisting that mutual intelligibility is a reliable criteria for either separating languages or defining dialects.

This problem is also complicated by conceptions of what constitutes a language community. For some, it includes all people speaking a common linguistic form, for others it represents an ethnic group or geographic region (regardless of whether what is spoken there is distinct from other groups or regions). The conception of language also involves the question of whether one community wants to be included in the same linguistic term as that used by another community (there are those who argue that British and American English are different languages). Finally, defining domains is further hampered by lack of information and by conflicting information. The reasons are understandable. Dialect surveys of the sort needed are time-consuming, expensive, and rarely a priority.

We are encouraged by the work of Michael Mann and David

Dalby of the School of Oriental and African Studies and the International African Institute (personal communication, June 3, 1983). They are "currently completing a Directory of African Languages, which will consist of a classified, annotated and indexed list of African languages with a substantial bibliography." Although this work will not appear in print before the publication of our own report, it is clear that their directory simplifies our task in profiling the 82 selected languages. Now it is possible to refer the reader to the Mann and Dalby directory for more extensive information on these languages, while we confine ourselves to providing enough information to identify the respective domains. This information is supplied by items (1) and (2) of the profiles.

The Structure of Profiles

The heart of our directory consists of profiles for each of the 82 African languages given high instructional priority in the United States. The following section discusses the kinds of information given. In compiling the profiles we were frequently confronted with conflicting reports concerning these topics. We have done our best to resolve conflicts but recognize that errors may exist. We would be grateful to receive any updates, revisions, or corrections so that they may be included in a subsequent edition of this volume. Individuals are therefore encouraged to complete the relevant sections of the language Fact Form (Appendix L) and send it to David Dwyer, African Studies Center, Michigan State University, East Lansing, Mi 48824.

Classification and Where Spoken

Each language heading is identified by classification and location. Because the purpose of the classification is simply to identify the language in question, we have generally followed the familiar Greenberg (1963) method, despite the existence of more recent statements such as Bennett and Sterk (1977) for Congo-Kordofanian (including Guthrie for Bantu), Koisan, and Afroasiatic (but see Bender (1977), for the Nilotic and Semitic languages of northeast Africa. These classifications are given in the diagram above.

Niger-Kordofanian

```
Kordofanian---------------------------------------------:
West Atlantic-------------------------------------:    :
Mande---------------------------------------------:    :
Gur-----------------------------------------------:    :
Kwa--------------Kwa-------------------------------:    :
Kru----------------:                               :----:
Benue-Congo-------------:--------------------------:    :
Bantoid--------:--------:                               :
Bantu----------:                                        :
Adamawa-------------------------------------------------:
```

Nilo-Saharan

```
Songhai-------------------------------------------------:
Saharan-------------------------------------------------:
Maban---------------------------------------------------:
Fur-----------------------------------------------------:
Coman---------------------------------------------------:
Eastern Sudanic---------------:                         :
                              :-------------------------:
Central Sudanic---------------:
```

Afro-Asiatic

```
Semetic-------------------------------------------------:
Berber--------------------------------------------------:
Ancient Egyptian----------------------------------------:
Cushitic------------------------------------------------:
Chadic--------------------------------------------------:
```

In the case of the Bantu languages, we have added Guthrie's (1948) subclassification numbers to aid in identification.

With respect to where these languages are spoken, we limit the specification to country and region (political or geographic), and where possible we have cited sources with language maps.

Number of Speakers

The number of people who use a language is a reasonable approximation of its social significance. In most cases, data concerning number of speakers varied considerably, and usually more recent estimates showed many more speakers. Our practice was to cite range, making an effort to provide the most recent data available. While we have tried to provide statistics on second language users, this effort has been hindered by limited data.

Usage

Information concerning social significance (that is, usage) is necessary to answer fully the question of the "domain" of the language headings. We have established three categories.

(1) Official Status

As used here, an official, as opposed to unofficial language has received some type of formal national recognition. Usually associated with this recognition is authorized usage in one or more of the following areas:

(1) education,
(2) radio and television,
(3) government and as a lingua franca.

(2) National - Regional - Local Language

Within a country, a language may be spoken nationally, regionally, or locally. This fact is independent of its being officially recognized and authorized.

(3) First Language - Lingua Franca

A third parameter concerns whether a language is spoken principally as a mother tongue or is used substantially as a lingua franca (vehicular language, trade language), that is, it is used both as a first and a second language.

Dialects

We noted earlier that an important factor in planning language offerings involves how many sets of learning materials would be required for each language heading. We also noted that the best and most dependable approach was first to examine the written tradition or traditions. Where these are firmly in place, an answer to the materials question is usually obvious. Otherwise, a dialect survey addressing the following points is in order. First, what are the significant dialects of the language group under consideration? Second, what criteria was used to establish these differences? These include degree of mutual intelligibility, common vocabulary, phonetic similarity, social differences, political distinctions, and others. Third, given this information, how many different sets of materials are required for a language heading? Which dialects (or language names) can be grouped for teaching purposes, and for each set, what would be the basic dialect upon which materials are to be based?

Because dialect surveys are carried out as part of other projects, it is rare that such a dialect survey will appear in the form described above. It is quite possible that we have stated a dialect survey is unknown to us or does not exist, but we stand to be corrected and will include that information in future revisions of this report.

Orthographic Status

As mentioned earlier, a standard orthography is relevant not only to first language users but also for the creation of standardized learning materials. For this reason, we have attempted to seek out information concerning the status of an official or standard orthography for each of these languages.

Ideally, a standard orthography should deal with the following issues: How should the segmental phonemes be represented? How should the suprasesegmental phonemes be represented? How are words spelled? On a practical level, these issues are resolved with the appearance and acceptance of a dictionary.

Sets of Learning Materials

Facts concerning dialect variation, usage, and a standard literary language can lead to determining how many sets of learning materials will be required. Where possible, this information has been included, along with an indication of on which dialects such materials should be based. However, since this is the first compilation of its type and because complete data are lacking in many instances, it should be viewed as suggestive, as grounds for discussion rather than as absolutely definitive.

Resources

Our aim has been to include as resources all individuals and institutions carrying out work in some way pertinent to the teaching of these 82 language headings. Pertinent includes, but is not limited to, theoretical and social linguistics, language teaching, translation, and language planning.

To identify these individuals and institutions, we assembled a list that included universities, government agencies, and private organizations (including missionary societies) throughout the world which in our opinion might possibly be involved in the study of African languages. We wrote to determine whether in fact they were, and if so asked them to complete a questionnaire (see Appendix D) concerning the nature of those activities.

Specifically we wanted to know with which of these languages were they working, the nature of that work (teaching, materials, development, evaluation), the names of other individuals doing similar work, and the names of other individuals and institutions outside the United States, especially in Africa, involved in the same area.

This procedure produced direct information and also provided the names of individuals and institutions we could then question in the same way. In addition, we took other steps to help ensure through coverage. (1) We combed through membership lists of the Modern Language Association and the Linguistic Society of America (here we were especially interested in names with African addresses). We also had access to the membership lists of conferences likely to attract individuals with an interest in African languages, such as the 1983 Conference on African linguistics held in Madison. (2) We called surveys of African language instructional materials for authors, including those compiled by the Center for Applied Linguistics and *ACCT*, which focuses on the languages of francophone Africa. (3) We consulted general reference works, such as the *Bibliographia Linguistica*, looking particularly for authors of pertinent technical articles written within the last five years. (4) We announced in journals and at professional meetings the purpose of our project and our interest in obtaining names of individuals and institutions in this regard. We would like to express here our appreciation to the editors of *Studies in African Linguistics* and *Journal of African Languages & Linguistics* for publishing these announcements.

These procedures led to the construction of a sizable list of individuals. As in the case of institutions, we sent questionnaires (see Appendix E) asking about the nature of their work and also requesting referrals to other individuals and institutions, especially in Africa, doing similar work.

Although we feel we have made every effort to be thorough we do wish to apologize for any omissions. Anyone interested is invited to fill out a copy of the revised questionnaire (see Appendix K) and send it to us at the address indicated on the form.

Since the information requested was quite extensive, sorting and systematizing it turned out to be a very demanding task; the database system "crashed" once during the project, necessitating a complete rekeying of the data. An additional problem concerned how much information to include in the listings, especially in light of the variability in responses (in some instances, for example, we received conflicting information). We decided to list any individual or institution for whom or which there appeared sufficient information to suggest that work (teaching or research) was being carried out with respect to that language. Also; because of space limitations, the list is restricted to a brief indication of areas of current activity. Needless to say, further information can be acquired by contacting the institution or individual.

Materials Evaluations

The evaluation of learning materials involves several considerations (1) What materials should be evaluated? (2) For what languages should materials be evaluated? (3) Who should evaluate these materials? (4) How should these materials be examined? We chose the following: learning materials, reference grammars, dictionaries, and reading materials.

The criteria for determining which languages would be evaluated were whether a sizable set of materials existed and whether individuals knowledgeable about the the language in question and willing to carry out the evaluation were available.

The evaluators were selected from the human resources listed for each of the language headings. They were asked if they were willing to do the evaluation and then were supplied with a questionnaire and bibliography of materials available. These evaluators are marked with an asterisk in Appendix C.

The most difficult problem was how to construct an evaluation questionnaire general enough to apply to all situations, straight-forward enough to administer easily, and which asked questions that would reveal the nature of the materials involved, as well as the general quality and suitability of these materials. The basis for the questionnaire was drawn from the discussion in Bennett and Bierstecker (1986), although several shortenings and simplifications were made. The result is at least usable, but the following comments are in order. First, the questionnaire was not as clear as would be desired, so the evaluators experienced difficulties in filling it out. Second, the present form needs further development. This would best be done by holding a national conference at which the questionnaire and its aims were carefully reviewed. Third, the current completed questionnaires can serve as valuable evidence upon which critically to evaluate the construction of the new form.

Materials Available

The intent of the materials section was to include literature (mainly of book length) relevant to the language(s) in question. This category was broken down into (1) learning materials (both basic texts and supplementary materials; (2) descriptive materials (with preference given to reference grammars); (3) dictionaries; (4) readers and reading materials; and (5) other, which included miscellaneous materials of possible value.

Because the depth of coverage varied among languages, the criteria governing what to include varied as well. For those language headings for which such materials were scant, the criteria were somewhat relaxed.

Our procedure for assembling the bibliographies began with collecting entries from known African language bibliographies (such as Johnson et al. 1976), those on individual languages (such as Duthie et al. 1981), and those sent by individuals contacted during the project. These raw data were fed into a computer program to be sorted by language heading, type of material, and alphabetical order. This listing was then transferred to a word processer for editing. The edited copies were sent, along with evaluations, to the materials evaluators for correction and updating. While every effort has been made to provide a complete listing of relevant material, we fear it is not yet complete, since we continue to discover entries that ought to be included.

Updating the Handbook

This handbook is a first attempt to assemble in one volume a listing of the institutional, individual, and material (with evaluations) resources for the study of African languages of the highest priority (from the standpoint of their teaching and learning in the United States). Such a task, as a first step, will inevitably have omissions, innacuracies, and errors, for which the author, despite the assistence of literally hundreds of scholars around the world, takes full responsibility. We would appreciate hearing from those using the forms in appendices K, L, and M so that additions or corrections may be made in the event this project is updated.

PART II: THE PROFILES

AKAN (A-1)

1 CLASSIFICATION AND WHERE SPOKEN

The Akan (Twi, Twi-Fante) dialect cluster belongs to the Central subgroup of the (Volta-) Comoe group, which falls within the New Kwa (Greenberg's Western Kwa) branch of Niger-Congo. It is spoken primarily in southern Ghana but extends into northwestern Ivory Coast.

2 NUMBER OF SPEAKERS

WTPR (1982) lists four million speakers. Voegelin and Voegelin (1977) cite two million, a figure attributed to Welmers.

3 DIALECT SITUATION

Akan has five main dialects, generally considered mutually intelligible. They are Akyem, Akuapem, Asante, Brong, and Fante.

4 USAGE

The 1960 Population Census of Ghana indicates that about 40 percent of the population are members of Akan-speaking groups. This census gives a larger figure for "Akan," but that includes the entire Central Comoe branch (Stewart, personal communication, 1985). Two periodicals are published in Akan: _Nkwantabisa_ and _Akwansosem_. Akan radio broadcasts are also heard in Ghana.

5 ORTHOGRAPHIC STATUS

Standardized orthographies exist for Asante, Akuapem, and Fante; a unified Akan orthography for these three is nearing completion (Bureau of Ghana Languages project).

6 SETS OF LEARNING MATERIALS

One set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources

- *Bureau of Ghanian Languages
- *Cambridge University
- *Friends World College
- *Howard University
- *Indiana University
- *Iowa State College
- *Michigan State University
- *Northwestern University
- *Rijksuniversiteit te Leiden
- *SUNY, Brockport
- *School for Int. Training
- School of Ghana Languages
- *Southern Illinois University
- *University of Cape Coast
- *University of Ghana
- *Yale University

AKAN (Continued)

B. Individual Resources

Edward Arnold (Akuapem)
Okyeame Kwabena Adi
W.K. Adi
J.E.K. Aggrey
K. Annoh-Kumi
Kenneth Assan
S.W. Asomaning
Lawrence Boadi
J.K.Brantuo
Isaac Kodwo Chinebuah
Stanley Cushingham
M.E. Kropp Dakubu
Florence A. Dolphyne
Susan Domowitz
Francis B. Eschun
B. Forson
Victoria Fromkin
J. Gyekye-Aboagye
K.K. Keelson
E.O. Koranteng
E.N.A. Mensah
J.H.K. Nketia
Daniel Ofei-Darko
Kofi Asare Opoku
David Owusu-Ansah
Colin Painter
Paul Schachter
P.L. Shinnie
J.M. Stewart
Dennis Warren
Jonas Yeboa-Dankwa

8 MATERIALS EVALUATION

A. Learning Materials
Reviewers: Dr. D. O. Ansah and Prof. J. Stewart

I. Identification of materials:

1. An Introduction to Akan, Berry, 1975
2. Language Guide, Bureau of Ghana Languages, 1961
3. Twi Lessons for Beginners, Bellon, 1955
4. An Introduction to Twi, Rapp, 1936
5. Spoken Twi for Non-Twi Beginners, Denteh, 1971
6. Twi Basic Course, Redden et al., 1963
7. Drills for the Indicative Active Tenses, Stewart, 1969

II. General Description:	1	2	3	4	5	6	7
a) Level	B	I	B	B	B	B	B
b) Dependency	IN	D	D	S	D	IN	S
c) Methodology	CAL	PB	TR	NC	TR	AL	AL
d) Number of Pages	336	50	74	69	119	224	29
e) Printing Quality	G	G	G	G	F	G	G
f) Linguistic Coverage	G	NA	P	F	P	F	F

III. Indication of:	1	2	3	4	5	6	7
a) Tone Marking	Y	N	Oc	N	Y	Y	Y
b) Dialect Choice	G	G	G	G	G	G	G
c) Author Background	Y	Y	N	N	Y	Y	N

AKAN (Continued)

IV. Chapter design:	1	2	3	4	5	6	7
a) Dialogs (%)	22			45		20	
b) Notes on Dialogs				20		40	
c) Readings					45		
d) Grammar Drills	18			10	45	40	100
e) Grammar Notes	18		40				
f) Vocabulary	18		30	25			
g) Tests	8						
h) Illustrations							
i) Communication Act.	18						
j) Translation			30		10*		

V. Representativeness of Cultural Situations	1	2	3	4	5	6	7
	Y	Y	N	Y	Y	Y	N

CAL = Cognitive and Audio-Lingual
TR = Translation
PB = Tourist Phrase Book
Oc = Ocasionally
NC = Not Clear
*Proverbs

B. Descriptive Materials

I. Identification of Materials:

1. Twi Kasa Mmara: A Twi Grammar in Twi, Akrofi, 1952
2. Twi Grammar of Function, Bartels, 1950
3. Fante Grammar of Function, Bartels, 1950
4. A Grammar of the Asante and Fante Language, Christaller, 1875
5. A Phonology of Akan, Schachter, 1965
6. The Pronunciation of Twi, Ward, 1939
7. A Descriptive Grammar of Fante, Welmers, 1946

II. General Description:	1	2	3	4	5	6	7
a) Level	BA	AH	H	BA	LI	B	LI
b) Adequacy as Descr.	F	F	P	F/G	F	F	G
c) Suitability for Ref.	P	P	P	F/G	G	F	F
d) Number of Pages	110	191	182	203	268	23	78
e) Printing Quality	G	G	G	G	G	G	G

III. Adequacy of:	1	2	3	4	5	6	7
a) Phonology Analysis	N	N	N	Y/N	Y	N	N
b) Tone Analysis	N	N	N	Y/N	Y	N	N
c) Morphology Analysis	N	N	N	N	NA	N	N
d) Syntax Analysis	N	N	N	F/N	NA	NA	N
e) Explanations Clear	Us	Us	Us	Us	NA	NA	Us

IV. Indication of:	1	2	3	4	5	6	7
a) Dialect Choice	Y	Y	Y	Y	Y	Y	Y
b) Author Background	Y	Y	N	N	Y	N	Y
c) Examples Given	Y	Y	Y	Y	NA	NA	Y
d) Examples Translated	NA	N	N	Y	NA	NA	Y

AKAN (Continued)

C. Dictionaries

I. Identification of Dictionaries:
1. English-Twi-Ga Dictionary, Akrofi and Botchey, 1965
2. English-Twi, Asante-Fante Dictionary, Berry, 1960
3. Dictictionary of the Asante, and Fante Language, Christaller, 1933

II. General Description:	1	2	3
a) Level	G	G	G
b) Intended Use	G	G	G
c) Number of Entries	6K	9K	18K
d) Parts of Speech	Y	Y	Y
e) Printing Quality	G	G	G

III. Use of:	1	2	3
a) Examples	N	N	Y
b) Translations			Y

IV. Indication of	1	2	3
a) Tone Marking	N	N	Y
b) Dialect Choice	Y	Y	Y
c) Author Background	N	N	N

VI. Notes and Comments
1. Serves as an index to Christaller's Akan-English dictionary, although Berry 1960 is better for this purpose.
2. Serves primarily as an index to Christaller's Akan-English dictionary but also gives the Asante and Fante dialect forms in addition to the Akuapem ("Twi") dialect forms. Tones not indicated.
3. Based on the Akuapem dialect (for which it is an excellent source) but takes account of the Asante and Fante dialects.

D. Reading Materials

I. Identification of Materials:
1. Akan-Asanti Folk-Tales, Rattray, 1969.

II. General Description:	1
a) Level	A
b) Organization	NA
c) Annotations (Y/N)	N
d) Number of Pages	275
e) Printing Quality	G

III. Indication of:	1
a) Tone Marking	?
b) Dialect Choice	Y
c) Author Background	Y

V. Notes and Comments
1. Folk-tales in Akan with English translations.

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    1963 *Twi Basic Course*. Washington, D.C.: Foreign Service Institute, U.S. Department of State. Pp. 224, with tapes.
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    1929 *A Grammar of the Fante-Akan Language*, London: Atlantic Press. Pp. 172.
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AKAN (Continued)

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1964 *A Grammar of the Asante and Fante Language, Called Tshi Chwee, Twi : Based on the Akuapem Dialect, with Reference to the Other (Akan and Fante) Dialects*. Ridgewood, New Jersey: Gregg Press. Pp. 203.

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1968 *A Brief Ghana History in Fante Verse*. Cape Coast: Methodist Book Depot.

Adaye, J.
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1975 *Some Akan Fables*. Accra: Waterville.

Rattray, R.
1969 *Akan-Ashanti Folk Tales*. Oxford: Clarendon Press.

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n.d. *Three Comprehension Series (Akan-Akuapem Twi) based on folktales for primary classes 4-6*. Manuscript.
n.d. *Some Akan Folktales: Their Traditional Implications*. Manuscript. Pp. 38.

AKAN (Continued)

1984 Some Akan and Guan Short Stories. Manuscript. Pp. 34.
1985a Okere Guan Poems for Children. Manuscript. Pp. 14.
1985b Folktales of Ghana (Folktales of the Akan of Ghana). Manuscript. Pp. 101.
1986a Ntiantia Mu (Short Stories in Akan-Akuapem Twi). Manuscript. Pp. 32.
1986b Wusisi Me-1 (Akan and Guan Folktales in Akuapem Twi with a 20 page introduction on background information on folktales). Manuscript. Pp. 101.

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1972 The Akan Literature of Ghana: a Bibliography. Los Angeles: Research Liaison Committee, African Studies Association.
1976 Bibliography and Vocabulary of the Akan (Twi-Fante) Language of Ghana. Bloomington: Indiana University Publications. African Series, vol. 6. Pp. 266.

AMHARIC (A-2)

1 CLASSIFICATION AND WHERE SPOKEN

Amharic is an Ethio-Semitic language of South Semitic (Bender 1976) spoken in the central highlands of Ethiopia.

2 NUMBER OF SPEAKERS

Amharic has 8.5 million first-language speakers and about 5.5 million second language speakers (Bender 1976; WBTR 1982).

3 USAGE

Amharic, the national language of Ethiopia, is the official language of the educational system and the Sudan Broadcasting System. There are many periodic publications in Amharic, including Ethopia, a weekly law, commerce, and trade journal. Radio transmissions include Ethiopia's Voice of Revolutionary Ethiopia as well as forign transmissions by Deutsche Welle Relay, the Sudan Broadcasting Service, and South Africa broadcasting from Rwanda.

4 DIALECT SURVEY

No extensive dialect survey work on Amharic has come to our attention.

5 ORTHOGRAPHY STATUS

Amharic has a standard orthography.

6 SETS OF MATERIALS NEEDED

Because Amharic has a standard literary dialect, only one set of materials is required.

7 RESOURCES

A. Institutional Resources

- *Addis Ababa University
- *Baptist Mission of Ethiopia
- *Bible Society of Ethiopia
- *Cambridge University
- *Cooperative Language Institute
- *Foreign Service Institute
- *Howard University
- *Istituto Universitario Orientale
- *Langues et Civilisations a Tradition Orale (LACITO)
- *Michigan State University
- *Northwestern University
- *Rijksuniversiteit te Leiden
- *SUNY, Utica/Rome
- *SUNY, Buffalo
- *School of Int. Missionaries
- *Southern Illinois University
- *Stanford University
- *Sudan Interior Mission
- *University of Florence
- *University of Giessen
- *University of Illinois at Urbana
- *University of London (SOAS)
- *University of Maryland at Baltimore County
- *University of Paris III (INALCO)

B. Individual Resources

- Amsalu Aklilu
- D.L. Appleyard
- Tizita Belachew
- M. Lionel Bender
- Hatte Blejer
- Loren Bliese
- Francis P. Cotterell
- C.H. Dawkins
- Abraham Demoz
- Jack Fellman
- Hailu Fulass
- L. Fusella
- Michael Gasser
- Gideon Goldenberg
- Robert Hetzron
- Grover Hudson
- A.K. Irvine
- Thomas Kane
- Olga Kapeljuk
- Wolf Leslau
- Gretta D. Little
- Mina Moen
- H.J. Polotsky
- J. Stone
- Tsehaye Teferra
- Joseph Tubian
- Edward Ullendorff
- Eward Wagner

8. EVALUATIONS

Reviewer/s: Grover Hudson

A. Learning Materials

1. Amharic Textbook, Leslau
2. Amharic Basic Course, Obolenski et al.
3. Fundamentals of Amharic, Barton and Beyene

I. Identification of materials:

II. General Description:	1	2	3
a) Level	Beg	Beg	Beg
b) Dependency	D	D	D
c) Methodology	AL	AL	AL
d) Number of Pages	700	500	731
e) Printing Quality	E	G	G
f) Linguistic Coverage	Y	Y	Y

AMHARIC (continued)

III. Indication of:	1	2	3
a) Tone Marking	NA	NA	NA
b) Dialect Choice	NA	NA	NA
c) Author background	N	N	Y

IV. Chapter design:	1	2	3
a) Dialogs	5	15	15
b) Notes on Dialogs	0	5	5
c) Readings	10	10	10
d) Grammar Drills	35	40	30
e) Grammar Notes	35	20	15
f) Vocabulary	10	10	15
g) Tests	0	0	0
h) Illustrations	0	0	0
i) Communication Act.	0	0	5

V. Representativeness of	1	2	3
Cultural Situations	Y	Y	Y

VI. Overall Evaluation:

The best available text is #1, however, if #3 had introduced Amharic orthography earlier, and was available, this would be the best course book.

VII. Notes and Comments:

1. Integrated grammar/texts/exercises/vocabulary/reading.
2. Audio-lingual based on dialogues, the Amharic alphabet is postponed to lesson 51 (in volume 2). Tapes are available.
3. Produced by the Peace Corps and the University of Utah.

B. Descriptive Materials:

I. Identification of materials:

1. Amharic Textbook, Wolf Leslau, 1967
2. The Fundamentals of Amharic, Dawkins
3. Amharic Grammar, Armbruster
4. Die Amharische Sprache, Praetorius
5. Amharic Verb Morphology, Bender.

II. General Description:	1	2	3	4	5
a) Level	Beg	Beg	Beg	Int	Adv
b) Suitability for Ref.	Y	Y	Y	Y	Y
c) Number of Pages	675	140	398	523	155
d) Printing Quality	E	E	E	E	E
e) Ranking (1= best)	2	1	5	4	3

III. Adequacy of:	1	2	3	4	5
a) Phonology analysis	Y	Y	N	N	N
b) Tone analysis	NA	NA	NA	NA	NA
c) Morphology analysis	Y	Y	Y	Y	Y
d) Syntax analysis	N	Y	N	Y	Y
e) Explanations clear	Y	Y	Y	Y	N

AMHARIC (continued)

IV. Indication of:	1	2	3	4	5
a) Dialect Choice	NA	NA	NA	NA	NA
b) Author background	N	N	N	N	Y

C. Dictionaries

I. Identification of dictionaries:
1. English-Amharic Context Dictionary, Leslau
2. English-Amharic Dictionary, Aklilu
3. New System English Dictionary, Maadi
4. Concise Amharic Dictionary, Leslau

II. General Description:	1	2	3	4
a) Level	I/A	B/I	B/I	Int
b) Intended Use	Col	Col	C/HS	Col
c) Number of Entries	17K	10K	2K	65K
d) Parts of Speech	N	Y	N	N
e) Printing quality	E	E	E	E
III. Use of:	1	2	3	4
a) Examples	Y	N	Y	N
b) Translations	Y	N	Y	N
IV. Indication of:	1	2	3	4
a) Tone Marking	NA	NA	NA	NA
b) Dialect Choice	NA	NA	NA	NA
c) Author background	Y	Y	N	Y

V. Overall Evaluation:
1. Is extensive and expensive; sentence examples for all entries.
2, Inexpensive, good basic dictionary for learners
3. Inexpensive. Only available in Addis Ababa and probably out of print.
4. Best available for general purpose.

D. Reading Materials:

I. Identification of materials:
1. Amharic Newspaper Reader, Kebede and Murphy.
2. Amharic Chrestomathy, Ullendorff.
3. An Amharic Conversation Book, Leslau.
4. An Amharic Reader, Eadie.
5. Recueil de Versions Amhariques, Tubiana.

II. General Description:	1	2	3	4	5
a) Level	Int	I/A	Int	I/A	I/A
b) Organization		SM	SM	SM	SM
c) Annotations (Y/N)	Y	Y	N	Y	Y
d) Number of Pages	372	141	169	278	107
e) Printing Quality	E	E	E	E	E
f) Translations given	Y	N	Y	Y	N

AMHARIC (continued)

III. Indication of:	1	2	3	4	5
a) Tone marking	NA	NA	NA	NA	NA
b) Dialect Choice	NA	NA	NA	NA	NA
c) Author background	N	N	N	N	N

IV. Overall Evaluation:

1. Good for students in late second and third year. Tapes of the texts are available.
2. Good variety of material, nicely presented, contains a brief general introduction.
3. Best book for use after a first year basic course. Uses conversational language.
4. A bit arcane, should be reprinted, perhaps.
5. Short, good selections. Notes are inadequate and no translation is given.

V. Notes and Comments:

1. Contains newspaper articles from Addis Ababa newspapers in 1980. Each 1 to 2 pages in length.
2. Collection of fiction, newspaper articles, tales, poems, crossword puzzles, etc.
3. Thirty dialogues connected as a story of two Ethopians about to marry.
4. Essays, letters, official proclamations, poetry, recipies, stories, biographies, etc.
5. Selections used in examinations on Amharic: essays, stories, biographies, etc.

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AMHARIC (continued)

C. Dictionaries

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1965 *Amharic-English and English-Amharic vocabulary*. Wiesbaden: O. Harrassowitz. Pp. 169.
1973 *A Basic Amharic Dictionary*. Berkeley: University of California. Pp. 1503.
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Maadi, Maaman.
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D. Readers

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1924 *An Amharic Reader*. Cambridge: the University Press. Pp. 278.

Leslau, Wolf.
1973 *Intermediate Amharic Cultural Reader, Final Report*. Los Angeles: University of California Press. Pp. 357.
Ullendorff, Edward.
1965 *An Amharic Chrestomathy: Introduction, Grammatical Tables, Texts, Amharic-English Glossary*. London: Oxford University Press. Pp. 141.
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E. Others

Haas, Richard E. and Hailu Berhane.
1969 *An Introduction to Amharic Syllabary, With Exercises and Reading*. Addis Ababa: Peace Corps. Pp. 25.

ANYI/BAULE (B-1)

1 CLASSIFICATION AND WHERE SPOKEN

Anyi and Baule are closely related dialects in the Akan branch of Kwa. They are spoken in southeastern Ivory Coast and southwestern Ghana.

2 NUMBER OF SPEAKERS

Burmeister (personal communication, 1983) estimates about 500,000 speakers of Anyi; while Voegelin and Voegelin (1977) cite 450,000, Derive (1978) notes 1.01 million speakers of Baule and 264,000 speakers of Anyi in the Ivory Coast.

3 USAGE

Anyi and Baule are local languages.

4 DIALECT SURVEY

Dialect survey work for Baule is going on at the University of the Ivory Coast; Anyi dialect work is being carried out by the Societe Internationale de Linguistique.

5 ORTHOGRAPHY STATUS

Anyi and Baule in the Ivory Coast use the official orthography developed for all languages in that country; Ghanaian orthography varies.

6 SETS OF LEARNING MATERIALS

For various linguistic and sociolinguistic reasons, it is suggested that two sets of learning materials be developed.

ANYI/BAULE (continued))

8. EVALUATION

A. Learning Materials
Reviewers: Koffi N'da and J. Burmeister

I. Identification of Materials:

1. N Wan Yo, J. Timyan (with Dr. G. Retord), 1978
2. Manuel de Baoule, Effimbra, 1959
3. Essai de Manuel de la Langue Agni, Delafosse, 1900
4. An Introduction to Spoken Baule, Day, 1968
5. Cours Elementaire de Baoule, Hiba, 1965
6. Essai de Grammaire de la Langue Baoule, Carterm, 1966

II. General Description:	1	2	3
a) Level	B	I	I
b) Dependency	D	IN	IN
c) Methodology	AL	TR	GR
d) Number of Pages	239	314	226
e) Printing Quality	G	G	G
f) Linguistic Coverage	G	P	P

III. Indication of:	1	2	3
a) Tone Marking	Y	N	N
b) Dialect Choice	Y	Y	Y
c) Author Background	Pa	N	Y

IV. Chapter Design:	1	2	3
a) Dialogs	20		
b) Notes on Dialogs			4
c) Readings			
d) Grammar Drills	40		
e) Grammar Notes	10		25
f) Vocabulary	3		50
g) Tests			
h) Illustrations	20		
i) Communication Act.			
j) Review	7		

V. Representativeness of Cultural Situations	1	2	3
	Y	Y	N

VI. Notes and Comments:

1. This is by far the best pedagogical grammar available. It is organized into eight units, each with three to five lessons. Each lesson has a vocabulary section, dialogs, grammatical notes, homework, and listening and production (oral response) sections. The illustrations cover some of the cultural aspects of the Anyi/Baule people.
2. The Manuel includes: a Baule-French lexicon (more than 1000 words) and 12 pages of frequent phrases; a reference grammmar of about 40 pages; 100 pages of vocabulary arranged by topics (such as anatomy, family, clothing); six lessons on Baoule customs (greetings, etiquette, beliefs, proper names, and so forth), and 47 pages devoted to conversation, proverbs, and folktales. The book certainly has some historic and cultural value, but it would not be an efficient tool for learning Baule for two reasons: (1) the dialect represented is not the standard one, and (2)

the orthography is French-based, which differs in some respects from the current one. The book is mainly a collector's item.

B. Descriptive Materials

I. Identification of Materials:
1. A Discourse-Based Grammar of Baule, Timyan, 1977
2. Description Phonologique et Grammaticale d'un Parler Baoule, Creissels and Kouadio, 1977
3. Les Tons de Baoule, Creissels, 1979.
4. Etude de la Langue Baoule, Carteron, 1972

II. General Description:	1	2	3	4
a) Level	A	A	A	B
b) Adequacy as Descr.	G	E	E	G
c) Suitability for Ref.	F	F	F	G
c) Number of Pages	349	642	123	156
d) Printing Quality	G	G	G	G

III. Adequacy of:	1	2	3	4
a) Phonology Analysis	G	G	NA	G
b) Tone Analysis	G	G	G	G
c) Morphology Analysis	G	G	NA	G
d) Syntax Analysis	Y	Y	NA	Y
e) Explanations Clear	Y	us	us	us

IV. Indication of:	1	2	3	4
a) Dialect Choice	Y	Y	Y	Y
b) Author Background	Y	Y	Y	Y
c) Examples Given	us	us	us	us
d) Examples Translated	us	us	us	us

V. Notes and Comments:
1. The only grammar in English, it provides a good summary of the Kode dialect of Baule. This dialect differs from the standard one, especially in the area of tone. The grammar is technical and cannot be used in a beginner's class.
2. This is the most comprehensive grammar available. Although technical, the explanations and examples are arranged in such a way that they could be useful to the advanced learner.
4. Nontechnical, but unfortunately out of print.

C. Dictionaries.

I. Identification of Dictionaries:
1. Etude de la Langue Baoule, Carteron, 1972 (Bklets 3 - 7)
2. Lexique Francais-Agni, Eschlimann, 1980

II. General Description:	1	2
a) Level	B	B
b) Intended Use	G	G
c) Number of Entries	26000	4000
d) Parts of Speech	N	N
e) Printing Quality	G(M)	E

III. Use of:	1	2
a) Examples	Y	us
b) Translations	Y	us

ANYI/BAULE (continued))

IV. Indication of	1	2
a) Tone Marking	Y	Y
b) Dialect Choice	Y	Y
c) Author Background	Y	Y

V. Notes and Comments:

1. Very good selection of basic vocabulary, succinct definitions often with brief cultural notes. Also good examples of usage and idioms. Uses nonstandard orthography.
2. Uses nonstandard orthography, but word selection and definitions are well done on a nontechnical, easy-to-read level, with good examples of usage.

D. Reading Materials

I. Identification of Materials:

There is nothing specifically designed as a reader in either Anyi or Baule for instructional use. The closest are: (1) a booklet of folktales in Baule by Timyan, 1981: Mes Mensonges du soir, which, unfortunately, is not in the current orthography; (2) a cultural review magazine Amanmuo. Both have complete French translations.

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1965 Cours elementaire de Baoule. Washington, D.C.: Peace Corps. Pp. 44.

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1967 Baule Text. Hanover: Dartmouth College Peace Corps Training Center. Pp. 210.

Timyan, Judith.
1978 n wan yo . . . Cours de baoule. Communication audio visuelle, no. 3. Abidjan: University of Abidjan. Pp. 239 (also cassettes, 8- 90 min. each).

B. Descriptions

Carteron, Michel.
1972 Etude de la langue baoule. 8 mimeographed booklets, and tapes also. Bocanda: Mission Catholique, Ivory Coast.

Creissels, D. and Kouadio Nguessan.
1979 Les tons du baoule. Abidjan: Institut de Linguistique Appliquee, Universite d'abidjan. Pp. 123.

ANYI/BAULE (continued))

1977 *Description phonologique et grammaticale d'un parler baoule*. Abidjan: Institut de Linguistique Appliquee, Universite d'abidjan. Pp. 642.

Chamberlain, George Digby.
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1985 *Be man ye suan anyin abesede'n: Syllabaire en agni sanvi*. Abidjan: Societe Internationale de Linguistique - Institut de Linguistique Appliquee, Universite d'abidjan. Pp. 25.

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1979 Exercices de transcription: baoule. Abidijan: Institut de Linguistique Appliquee, Universite d'abidjan. Pp. 40.

ARABIC A-3

1 CLASSIFICATION AND WHERE SPOKEN

Arabic is a Semitic language within Afro-Asiatic usually associated with the Middle East but also very prominent in Africa. It is found not only in the northern third of Africa, where it is generally the de jure national language, but also throughout the entire continent via its daily use in Islamic life as well as a medium of instruction in Islamic schools.

2 NUMBER OF SPEAKERS

There are at least 100 million first-language speakers of Arabic.

3 USAGE

In addition to what was said under Classification, we note that Arabic also serves as a lingua franca in much of Africa. In sub-Saharan Africa, Arabic is heard in government radio broadcasts in Chad; on Radio Garoua (Cameroun); on Radiodiffusion-Television de Djibouti; on Voice of the Revolution (radio), Ethiopia; on Radiodiffusion-Television de Guinea-Conakry; on Radio-Television Malagasy; on Radio National de la Republique Islamique de Mauritania; on La Voix du Sahel (radio), Niger; on Federal Radio Corporation of Nigeria broadcasts; and on Sudan Broadcasting Service and also from religious radio stations in that country.

4 DIALECT SURVEY

There are many varieties of Arabic. Formal, literary (Egyptian) is often considered the standard; so is Modern Standard (based on Cairene Arabic).

5 ORTHOGRAPHY STATUS

Arabic has a standardized orthography.

6 SETS OF MATERIALS NEEDED

Although Arabic has a standardized orthography, there is considerable dialect variation, suggesting that several sets of learning materials are required. However, although there are courses based on different dialects of Arabic, the general practice has been to teach the Modern Standard Cairene Arabic. This fact suggests that most effort should be placed on the development of learning materials for this dialect.

ARABIC (Continued)

7 RESOURCES

A. Institutional Resources

- *Allama Igbel Open College
- *American University in Cairo
- *Bar-Ilam University
- *Boston University
- *Bourguiba Institute of Modern Languages
- *California State University at Chio
- Cambridge University
- *Columbia University
- *Creighton University
- *Ecole Practique des Hautes Etudes
- *Farileigh Dickingon University at Rutherford
- *Foreign Service Institute
- *Gospel Mission Union
- *Howard University
- *Indiana University
- *Instituto Universitario Orientale, Naples
- *Kent State University
- *Langues et civilisations a Tradition Orale
- *Lock Haven State College
- *Lund University
- *Michigan State University
- *Monterey Instute of Foreign Languages
- *New University of Ulster
- *Northeastern University
- *Northwestern University
- *Ohio University
- *Princeton University
- Regent's College, London
- *Rijksuniversiteit te Leiden
- *Rutgers University
- *SUNY, Binghamton
- *SUNY, Buffalo
- *SUNY, College at New Paltz
- *Stanford University
- *University of California at Los Angeles
- *University of California at Berkeley
- *University of Colorado
- *University of Florida
- *University of Gissen
- *University of Illinois at Urbana
- *University of Kansas
- *University of Michigan at Ann Arbor
- *University of Minnesota
- *University of North Carolina at Chapel Hill
- *University of Paris III (INALCO)
- *University of Sidney
- *University of Stockholm
- *University of Uppsala
- *University of Utah
- *University of Wisconsin-Madison

ARABIC (Continued)

*West Virginia University
*Western Michigan University
*Yale University

B. Individual Resources

Peter F. Abboud
Said Abdelrahim
Zakki Abdul-Malak
Rashid Abu Bakr
Ahmed Al-Hagaggi
Abdulmuneim M.A Al-Karouri
M.A.H.A.H. Al-Nadvi
Attia Amer
Mulugeta Andualem
Joseph Applegate
Gabor Asfour
Shukri Muhamad Ayyad
Abd al-Rahman Ayyub
Al-Said Badawi
David Bawamith
Constence E. Berkley
Hatte R. Blejer
Jan-Olaf Blichtfelt
Mohamed Bouasziz
Francesco Castro
Anwar Chejne
Dustin Cowell
M. Dekkak
James Dickins
Christopher Ehret
A. Eltayib
Wallace M (Dr.) Erwin
K.A. Fariq
Charles J Ferguson
Stephen H. Franke
Abdul Aldumati Gafar
Zahia Gafsi
Lionel Galand
Trevor Glassik
Souraya Haddad
Sakmi Hanna
Sabry Hafez
Alan Kaye
Elahi Bakhsh Jarullah
Bengt Knuttson
Mohedin Khalil
Trevor LeGassick
Jerry Lampe
Ernest McCarus
M. MacDonald
Mohamed Moada
Ismat L. Medhi
Khalid Mustapha
Claudia Moe
S.Z.H.Navi
A.H. Nadvi
Kjell Norlin
R.S. O'Fahey
Salem Ounais
Barbara Peters
Ismail Poonawala
Raji Rammouncy
Klaus Rohrborn
Eva Riad
Karin C. Ryding
Frithiof Rundgren
Bello Salim
Bianca Scarcia
Arthur Alan Saxe
Mahmud M. Shakir
Irfan Shahid
Jay L. Spaulding
P.L. Shinnie
Barbara Stowasser
Fathi Talmoudi
Abdalla Tayyiz
Robin Thelwall
Gosta Vitestam
Gafsi Zahia
Andrzej Zaborski
Farhat Ziadeh
Yuri Zawadowski

ARABIC (Continued)

8. EVALUATIONS

Reviewer: Grover Hudson

A. Learning Materials

I. Identification of materials:
1. Elementary Modern Standard Arabic, Abboud et al.
2. Modern Standard Arabic -Intermediate Level, Abboud et al..
3. Lessons in Contemporary Arabic, Ferguson and Moukbtar.
4. An introduction to Egyptian Arabic, Abdel-Massih.
5. Colloquial Arabic: the living language of Egypt, Mitchell.
6. Arabic in a Nutshell Egyptian , Berberi, D.

II. General Description:	1	2	3	4	5	6
a) Level	Beg	I/A	Beg	Beg	Beg	Beg
b) Dependency	D	D	D	D	D	D
c) Methodology	AL	AL	AL	AL	GT	GT
c) Number of Pages	1032	500	165	405	240	251
d) Printing Quality	Gd	Gd	Gd	E	E	E
e) Linguistic Coverage	Y	Y	Y	Y	Y	Y
III. Indication of:	1	2	3	4	5	6
a) Tone Marking	NA	NA	NA	NA	NA	NA
b) Dialect Choice	Y	Y	Y	Y	Y	Y
c) Author background	Y	N	N	Y	Y	Y
IV. Chapter design:	1	2	3	4	5	6
a) Dialogs	5	0	0	10	0	15
b) Notes on Dialogs	5	0	0	5	0	0
c) Readings	20	40	50	30	50	0
and Notes	5	10	10	10	0	0
d) Grammar Drills	20	20	10	20	20	0
e) Grammar Notes	30	20	20	15	40	85
f) Vocabulary	15	15	10	10	10	0
V. Representativeness of	1	2	3	4	5	6
Cultural Situations	Y	Y	Y	Y	Y	Y

VI. Overall Evaluation:

For Modern Standard Arabic, #1 is most highly recommended, likewise, for Egyptian Arabic, #4 is most highly recommended.

VII. Notes and Comments:

1. Best thorough complete standard Arabic text; each lesson integrates skills.
2. Part I: lessons 1-13; part II; : lessons 14-3-; part III: Drills, Dictionary, Index.
3. Good, but not complete, thorough enough. Just basic Arabic; nine good lessons.
4. Better than #4 and #5, more complete and better pedagogy.
5. Contains a 120 page grammatical sketch, then 110 pages of sentences divided into situations (e.g., restaurant, post office).
6. Contains grammar and dialogus, and nothing more.

ARABIC (Continued)

B. Descriptive Materials:

I. Identification of materials:
1. A new Arabic Grammar, Haywood and Nahmad (MSA).
2. Arabic Grammar: a first workbook, Wickens (MSA).
3. Modern Literary Arabic, Cowan (MSA).
4. A grammar of the Arabic language, Vol. I, Wright (MSA).
5. A comprehensive of Egyptian Arabic, Volume III, A Reference Grammar of Egyptian Arabic, Abdel-Massih et al.

II. General Description:	1	2	3	4	5
a) Level	Int	Adv	Int	I/A	Beg
b) Adequacy as Descr.	Y				Y
c) Suitability for Ref.	Y				Y
c) Number of Pages	687	171	215	330	337
d) Printing Quality	E	E	E	E	E
III. Adequacy of:	1	2	3	4	5
a) Phonology analysis	Y	Y	N	Y	Y
b) Tone analysis	NA	NA	NA	NA	NA
c) Morphology analysis	Y	Y	Y	Y	Y
d) Syntax analysis	Y	N	N	N	Y
e) Explanations clear	Y	Y	Y	Y	Y
IV. Indication of:	1	2	3	4	5
a) Dialect Choice					
b) Author background	N	Y	Y	Y	Y
c) Examples given	Y	Y	Y	Y	Y
d) Examples translated	Y	Y	Y	Y	Y

V. Overall Evaluation:
For Modern Standard Arabic, #1 is recommended, and for Egyptian Arabic, #5 is recommended.

VI. Notes and Comments:
1. Fifty-two chapters, each with grammar - vocabulary - translation exercizes.
2. Twenty-eight chapters of advanced grammar, then 50 pages of texts with analysis.
3. Ninty short chapters of grammar points in 25 section; each section with translation exercises.
4. Reprinted classic, somewhat obsolete in form and terminology.
5. Most complete, best for student use.

C. Dictionaries

I. Identification of dictionaries:
1. Concise Oxford English-Arabic, Doniachied (MSA).
2. English-Arabic Dictionary, Elias and Elias (MSA).
3. Arabic-English Dictionary, Elias and Elias (MSA).
4. Modern English-Arabic Dictionary, Al-Mawrid (MSA).
5. An English-Arabic Dictionary of the Colloquial Arabic of Egypt, Spiro.
6. An Arabic-English Dictionary of the Colloquial Arabic of Egypt, Spiro.
7. A Comprehensive Study of Egyptian Arabic, Volume IV, Abdel-Massih et al.

ARABIC (Continued)

II. General Description:	1	2	3	4	5	6	7
a) Level	Int	Int	Int	I/A	Int	Int	Int
b) Intended Use	L	L	L	N	N	N	L
c) Number of Entries	18K	20K	20K	65K	10K	66C	6K
d) Parts of Speech	Y	N	N	Y	Y	Y	Y
e) Printing quality	E	E	E	E	E	E	E

III. Use of:	1	2	3	4	5	6	7
a) Examples	Y	N	N	Y	N	N	Y
b) Translations	Y	-	-	Y	-	-	Y

IV. Indication of:	1	2	3	4	5	6	7
a) Tone Marking	NA	NA	NA	NA	NA	NA	NA
b) Dialect Choice							
c) Author background	N	N	N	N	N	N	Y

V. Overall Evaluation:

For Modern Standard Arabic, #1 and #4 ranked above #2(and #3); for Egyptian Arabic, #3 is ranked above #1 (and #2).

VI. Notes and Comments:

1. Well presented, best English to Arabic dictionary for learner; affordable and available.
2. Written around 1910, passed into public domain; unrevised, still inexpensive.
3. Written around 1910, passed into public domain; unrevised, still inexpensive.
4. Biggest best English to Arabic dictionary in one volume.
5. Written around 1900 and not revised.
6 Written around 1900 and not revised.
7. Better than #5 (and #6), more recent.

D. Reading Materials:

I. Identification of materials:

1. Classical Arabic Reader, Lyons (MSA).
2. Contemporary Arabic Reader, McCarus and Yacoub (MSA).
3. A Comprehensive Study of Egyptian Arabic, Volume II: Proverbs and Metaphoric Expressions, Abdel-Massih et al.

II. General Description:	1	2	3
a) Level	Int	Int	Int
b) Organization	V/S	GVS	GVS
c) Annotations (Y/N)	Y	Y	Y
d) Number of Pages	239	1701	395
e) Printing Quality	E	E	E

G = grammar, V = vocublary, S = subject matter

III. Indication of:	1	2	3
a) Tone marking	NA	NA	NA
b) Dialect Choice	Y	Y	Y
c) Author background	Y	Y	Y

IV. Overall Evaluation:

Most highly recommended reader is #2, though as notes point out, others are of use.

ARABIC (Continued)

V. Notes and Comments:
1. Contains stories, fiction, essays and poetry. Texts are vocalized, and contains notes and glossary.
2. This massive collection is divided more or less evenly into Newspaper Arabic, essays, formal Arabic, short stories and poetry. This is the best next step after basic course.
3. Contains a collection proverbs and metaphoric expressions. Of limited usefulness.

9. BIBLIOGRAPHY

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1971 Modern Standard Arabic, Intermediate Level: Parts I-III. 3 vols. Ann Arbor: University of Michigan, Center for Near Eastern & North African Studies.
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1962 A Course in Modern Standard Arabic. 2 volumes. Beirut: Khayats.
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1974 Arabic for English Speaking Students. Cairo: al-Ahram Press for the Supreme Council for Islamic Affairs.
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1969 A Basic Course of Literary Arabic, Vol. I. Montreal: Institute of Islamic Studies, McGill University.
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1974 A Programmed Course in Modern Literary Arabic Phonology and Script. Ann Arbor: Center for Research on Language and Language Behavior. Univerity of Michigan. Pp. 173.

ARABIC (Continued)

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1964 *Lessons in Contemporary Arabic: Lessons 1-8*. Washington, D.C.: Center for Applied Linguistics. Pp. 160.
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1972 *Beginning Arabic - A Linguistic Approach: From Cultivated Cairene to Formal Literary Arabic*. Leiden: E.J. Brill. Netherlands. Pp. 29.
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1970 *Manuel du Parler Arabe Moderne au Moyen-Orient*. Paris: Imprimerie Nationale, Librairie Orientaliste Paul Geuthner. Pp. 400.
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McCarus, Ernest N., and Adil I. Yacoub.
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BAMILEKE B-2

1 CLASSIFICATION AND WHERE SPOKEN

The language/dialect cluster known as Bamileke belongs to the group that has been termed "Eastern Grassfields Bantu" or, more currently, "Mbam-Nkam," which is a branch of Benue-Congo. With this in mind, Larry Hyman (personal communication, 1986) states the following:

> Bameleke is a term somewhat arbitrarily referring to some of the grassfields languages spoken in the French side of Cameroun, excluding related languages on the English side (e.g., the Ngemba dialects). It is arbitrary for your purposes or ours to disassociate them from the other languages except for the fact that the term "Bamileke" is accepted by what people told me was approximately 1/6 the population of Cameroun, as their first or ancestral language ('ancestral' because so many displaced young people in the major centers, i.e., Douala and Yaounde, do not speak Bamileke, or at least not well).

2 NUMBER OF SPEAKERS

WTRP (1982) lists 210,000, while 313,200 are given by Vogelin and Voegelin (1977). Alexandre (1981) estimates 750,000 speakers. Larry Hyman believes "there are clearly in excess of one million speakers of Bamileke and there may be many more in fact."

3 USAGE

Bamileke is a local language. Radio transmissions in Bamileke are heard on Radio Douala in Cameroun.

4 DIALECT SURVEY

LACITO has been researching the Bamileke languages/dialect situation for several years. Larry Hyman groups "what passes as 'Bamileke'" into four groups: Fe'fe', Ghomala, Medyumba, and Dschang.

5 ORTHOGRAPHY STATUS

No information is available to us on this topic.

6 SETS OF MATERIALS NEEDED

The number of sets needed for Bamileke is unclear at this time.

7 RESOURCES

A. Institutional Resources
*Society Internationale Linguistique
LACITO

B. Individual Resources

Stephen C. Anderson	Etienne Sadembouo
Englebert Domche	Kenneth Stallcup
Larry Hyman	Maurice Tadadjeu
H. Kamany	R.P. Francois Tchamada
Gabriel Nissim	John Waters

8. EVALUATIONS

Reviewer: Larry Hyman.

Note: Because of the diverse dialectal nature of Bamileke and the limited number of materials available for its study, we asked the reviewer to simply to comment of the following materials.

A. Learning Materials:
I. Identificion of materials:
1. Course de Grammaire Bamileke, Nissim.

II: Notes and Comments:
This is the one potentially important work that is a language course in Bamileke. It contains examples taken from Fe'Fe', Ghomala, Medyumba and (I think) Dschang. There are no manuals for learning Fe'Fe' or any other Bamileke dialect in English that would be of use to a language learner, with the one exception written by John Kando (cf. B. Readers).

B. Descriptive Materials:
I. Identification of materials:
1. Tone and Morpheme Rules in Bamileke-Ngeboom, Anderson.
2. A Phonological Study of Fe'fe'-Bamileke, Hyman.
3. Les Classes Nominales dans le Bantou des Grassfields, Hyman and Voorhoeve (eds.)
4. Le Bamileke des Fe'fe'. Ngangoum.
5. Le Bamileke-ghomala'(parler de Bandjoun, Cameroun), Nissim.
6. Tonetique des Langues Bantu et Semi-Bantu du Cameroon, Stoll.
7. Lenang. Dschang , Tadadjeu and Tegomo.

IX. Notes and Comments:
4. The one true reference grammar of any Bamileke dialect (Fe'fe'). More complete than #5.
5. This is a description of the phonology and the noun classes, which is most of what you get in any linguistic study of these dialects). Ghomala dialect.
7. Available from the author. Of the Tschang dialect of Bamileke.

BAMELEKE (continued)

C. Dictionaries
I. Identification of dictionaries:
   1. *Nwa'ni-Pahsi* , No Author

D. Reading Materials:
I. Identification of materials:
   1. *Contes Bamileke*, Vorhoeve.
II. Notes and Comments:
   1. In this work, there is a brief grammar, a set of stories and a wordlist. Based on the Medyumba (Bangangte dialect of Bamileke.
   2. There are also numerous Fe'fe' primmers, stories and so forth which are available from NUFI (B.P. 13 Bafang, Cameroun). Most are very short and of limited value to the foreign learner of Bameleke.

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B. *Descriptions*

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Tadadjeu, M. and Tegomo.
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C. Dictionaries

No Author
n.d. Nwa'ni-Pahsi. Bamileke-francais/Francais-Bamileke with a Precis de Grammaire Bamileke-Fe'fe'. (Availabled from NUFI, B.P. 14, Bafang, Cameroou). Fe'fe' . Pp. 200.

D. Readers

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1976 Contes Bamileke. Tervuren. Medyumba .

E. Others

Voorhoeve, J.
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1 CLASSIFICATION AND WHERE SPOKEN

Bemba belongs to the Bemba Group (Guthrie 1942) of Bantu and is spoken in the Northern, Luapula, Copperbelt, and Northwestern Central Provinces of Zambia, as well as in southeastern Zaire.

2 NUMBER OF SPEAKERS

Ohannessian and Kashoki (1978) offer a range from a narrow interpretation of the 1969 Zambian census of 18.6percent (or 741,000) and a wide figure of 34.6 percent (or 1,328,000 speakers). On the basis of their own sample survey they suggest a percentage of 56.2 (or 2,339,000) first-retain language speakers of Bemba. WTPR (1982) lists 1.5 million speakers. In contrast, Voegelin and Voegelin (1977) list 170,000 first-language users, which appears out of line with the other figures.

3 USAGE

Bemba is a national (official) language in Zambia and is widely used as a lingua franca, especially in urban areas,in Copperbelt Province, and in radio broadcasts. At least one periodical, Mbila, is known to exist. Mann (personal communication, 1986), citing Zell, ed., (1984) notes "African books in print/Livres africans disponible (3rd edition), Mansell Publishing Ltd reports only 29 Bemba titles in print; this probably does not include some titles prepared for and circulated directly to schools but represents a depressing decline in availability."

4 DIALECT SURVEY

In addition to the four dialects of Bemba, (Ngoma, Lomotua, Nwesi, and Lembue) there is "Town Bemba," which "is to be found everywhere in the (Zambian) copperbelt" (Heine 1970). Although Town Bemba is a lingua franca, derived from Bemba, Richardson (1981) believes it justified to consider them different languages.

5 ORTHOGRAPHY STATUS

Although orthographic practices vary widely, reports Michael Mann (personal communication, 1985), there is a set of rules for spelling Bemba. These (entitled Zambia Languages Orthography, S. Chimuka, 1976) have been published by the Zambian Ministry of Education and Culture as part of a project to standardize the orthography of Zambian languages. Bemba has about 100 titles in print, some of which, reports Mann, "consciously reflect Town Bemba."

6 SETS OF LEARNING MATERIALS

One set of learning materials should be prepared based on standard Bemba.

7 RESOURCES

A. Institutional Resources

*Centre National de la Recherche Scientifique
*Language Study Center (Zambia)
*Missionaries of Africa
*University of Cologne
*University of Wisconsin at Madison
*Howard University

B. Individual Resources

Debora Bornstein
Stephen Chipalo
Mulenga M. Chishimba
Lazarus Kamukwamba
Mubanga E. Kashoki
Michael Mann
Louis Oger

8. EVALUATIONS

A. Learning Materials

Reviewers: M. Mann and M. Chishimba

I. Identification of Materials:

1. *Learn Bemba by Speaking It*, Belin, 1959
2. *Lessons in Bemba*, Lummond, 1957
3. Supplement to *Lessons in Bemba*, Sims, 1955
4. *Elementary Grammar of Cibemba*, Sims, 1959
5. *Untangled Cibemba*, Sedler, 1964
6. *Icibemba Cakwa Chiti Mukulu*, Oger, 1982 (plus English companion)

II. General Description:	1	2	3	4	5	6
a) Level	B	B	B/I	I	I	B/I
b) Dependency	D	I/D	I/S	D	D	D
c) Methodology	DIR	T&C	T&C	T&C	R&D	DIR
d) Number of Pages	320	140	84	227	537	259/225**
e) Printing Quality	G	F	F	F	G	G
f) Linguistic Coverage	F	F	F	F	P	G
III. Indication of:	**1**	**2**	**3**	**4**	**5**	**6**
a) Tone Marking	N	N	N	N	Y	Y
b) Dialect Choice	Y	Y	Y	Y	Y	Y
c) Author background	Pa	Pa	Pa	Pa	Pa	Pa
IV. Chapter design:	**1**	**2**	**3**	**4**	**5**	**6**
a) Dialogs	80				10	
b) Notes on Dialogs	10				15	50+
c) Readings		60*		60		
d) Grammar Drills	10				50	25+
e) Grammar Notes		5*		5		
f) Vocabulary						
g) Tests		35*		35		
h) Illustrations						25+
i) Communication Act.					15	
j) Review					10	
V. Representativeness of	**1**	**2**	**3**	**4**	**5**	**6**
Cultural Situations	Y	NA	NA	NA		Y

VI. Notes and Comments:

1. ** The first number refers to Icibemba cakwa Chiti Mukulu, while the second refers to the English companion.
2. Proportions marked with * are for both 2 and 3; taken by itself, 2 is almost entirely grammatical notes with illustrative sentences.
3. Proportions marked with ± do not apply to the English companion, which is entirely grammar notes plus learning suggestions.
4. Abbreviations: DIR = direct; T&C = Talk and chalk; R&D = rehearsed & analyzed dialogs; PA = partially.

B. Descriptive Materials

I. Identification of Materials:

1. A Bemba Grammar, J. van Sambeck, 1955
2. An Outline of Bemba Grammar, M. Mann, 1977
3. Studies in Chibemba and Bantu Grammar, Givon, 1972
4. Bemba Grammar with Exercises, Hock, 1967

II. General Description:	1	2	3	4
a) Level	I	B,I	C	B,I
b) Adequacy as Descr.	G	G	F	P
c) Suitability for Ref.	F	G	G	G
d) Number of Pages	119	55	247	490
e) Printing Quality	F	F	F(M)	F(M)

III. Adequacy of:	1	2	3	4
a) Phonology Analysis	Y	Y	NA	N
b) Tone Analysis	N	Y	NA	N
c) Morphology Analysis	Y	Y	Y	N
d) Syntax Analysis	N	N	Y	N
e) Explanations Clear	Us	Y	Us	N

IV. Indication of:	1	2	3	4
a) Dialect Choice	Y	Y	Y	Y
b) Author Background	N	N	Y	N
c) Examples Given	Us	Y	Y	Y
d) Examples Translated	Us	Y	Y	Y

V. Notes and Comments:

1. Item 1 with 2 are highly recommended for student use; item 3 is reserved for advanced classes/linguisticians.
2. Abbreviation: F(M) = Fair (Mimeographed).

C. Dictionaries

I. Identification of dictionaries:

1. Bemba-English Dictionary, White Fathers, 1947/54
2. Bemba Pocket Dictionary, Hock, 1960/83
3. Bemba Classified Vocabulary, Hock, 1964
4. English-Bemba Phrase Book, Yamba, 1954 (1948)

II. General Description:	1	2	3	4
a) Level	I	I&B	A	B,I,A
b) Intended Use	UR	UR		
c) Number of Entries	18K	4K	3K	7K
d) Parts of Speech	Y	Y	Y	N
e) Printing Quality	F	F	F(M)	F

III. Use of:	1	2	3	4
a) Examples	Us	Oc	N	Y
b) Translations	Y	Y		Y

IV. Indication of:	1	2	3	4
a) Tone Marking	N	N	N	N
b) Dialect Choice	Y	Y	Y	Y
c) Author Background	N	N	N	N

V. Overall Evaluation:

1. Very full and accurate, apart from omission of tone. A little conservative and occasionally patronizing.
2. Reasonably accurate within its limits.
3. A pleasing if somewhat academic thematic dictionary.
4. As a phrase-book it was okay but was directed at the colonial administrator and so is not suited to modern needs.

C. Reading Materials Questionnaire

I. Identification of Materials:

Zambia Primary Course, Readers 1 - 4

II. General Description:	
a) Level	B
b) Organization	G
c) Annotations (Y/N)	N
d) Number of Pages	
e) Printing Quality	G

III. Indication of:	1
a) Tone Marking	NA
b) Dialect Choice	Y
c) Author Background	N

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Other

In Preparation.
Bemba Topics. A vocabulary on cultural patterns with a brief introduction for each item; begun in 1978. *A Bemba Vocabulary for Beginners*. Basic words; begun in 1982.

BERBER B-4

1 CLASSIFICATION AND WHERE SPOKEN

Jeanette Harries (personal communication, 1986) reports that "The Berber branch of the Afro-Asiatic (Hamito-Semitic) language family, usually considered as a single language with many dialects, is for purposes of language learning (and by socioloinguistic criteria) more conveniently treated as a number of distinct languages, each with mutually intelligible dialects. They are spoken by minority groups in at least eleven countries of northern and western Africa, from the Mediterranean to beyond the River Niger: in Egypt, Libya, Tunisia, Algeria, Morocco, Mauritania (and perhaps still in Senegal), Mali, Niger, Upper Volta, Nigeria, and Chad.

"The Three Berber languages researched for this projects are: Kabyle (Taqbaylit), spoken in northern Algeria; Tamazight (Beraber), of central Morocco; and Tuareg, the indigenous name of which varies according to the dialect (Prasse 1972.(): Tamahaq in southern Algeria, Tamashaq in Mali, Tamajeq in Niger and in Libya (Ghat, where it may also be called Tamaziq). Tuareg is also spoken by small groups in western Chad and in the north of Nigeria and Upper Volta. Other major languages include Tashelhit (Shilha) and Tarifit (Rif) of Morocco. The languages of smaller groups are discussed in 4. The name *Tamazight* or some variant of it is occasionally used to designate Berber languages *in toto* (Chaker, *Textes*, p. 283, 1984).

2 NUMBER OF SPEAKERS

"Few census figures are available; not all countries (Algeria and Morocco indluded) do not count Berber languages. The 1972 Niger census reported Tuareg, with other languages, at 127,000 speakers. Population shifts in location and number, effects of urbanization and education in other languages, etc., make estimates difficult. In 1952 A. Basset (*LLB*.4), estimated the number of berberophones at 5,500,000. Between 1968 and 1978 estimates ranged from eight to thirteen million (as reported by Galand, *LELB* 56, 107, 123-5); Voegelin and Voegelin (1977.297) call eight million a conservative estimate. In 1980, S. Chaker estimated that the berberophone populations of Kabylie and the three Moroccan groups numbered over one million each; and that in Algeria, 3,650,000 or one out of five Algerians speak a Berber language (*Textes*.8-9, 1984)."

3 USAGE

Beyond its traditional use in the home and the local ethnic group, the use of Berber varies with each locality. Tuareg is officially recognized as a national language in both Niger and Mali, which have established literacy programs following a UNESCO-sponsored conference in 1966 at Bamako, Mali (Galand, *LELB*. Pp. 29, 34, 41-2, 50, 60, 70, 83, 97, 142, 177). Two radio stations in Niger and at least one in Mali broadcast in local dialects.

In Morocco too, government radio regularly broadcasts in Tashelhit, Tamazight, and Tarifit, but they are not otherwise used officially. In Algeria, radio broadcasts in Kabyle have survived from colonial days, but otherwise officialdom treats Berber language and culture as historic rather than present facts (Chaker, Textes. Pp. 9-12). However both these countries have recently seen lively efforts to include Berber languages and cultures in the socio-cultural and political life of the nation. This "prise de conscience" among Berbers has been noted by Galand (AAN 17.917), and discussed by Chaker (AAN.21.746-7, and Textes. Pp. 13-20, 35-7) and others reported there."

"Some of the ways in which these efforts are manifested are contributing to language-learning resources. Thirteen doctoral theses on Berber topics have been produced since 1973 by Moroccan and Algerian scholars in France and the U.S. In Morocco, a growing number of memoires de license on Berber topics have been accepted in certain departments of the universities; several faculty research groups have been formed, conferences held, and some publications opened to articles on Berber topics (A. Akouaou, AAN 21, Pp. 768-786). Both in Rabat and in Paris, new little magazines have appeared, often political in content, but promoting Berber language, literature, and literacy (see Sect. 5)."

There is less to report about smaller berberophone populations. For Mauritania, see A. Miske (1968) and C. Cheikh (1979), which mentions the last generation of monolingual berberophones there. For Tunisia, T. Penchoen (1968) sketches the situation: only six villages are entirely berberophone. L. Serra (1970) describes the current situation and especially the cultural and moral attitude of Berberophones of Tripolitania, Libya."

DIALECT SURVEY

"As yet no definitive classification of all Berber dialects exists. However the main languages and domains are identifiable from the many dialect studies and from the arrangement by region of entries in the bibliographical resources used for this study: A. Basset, LLB, 1952, and the chronicles entitled "Langue et Litterature berbere" (LELB) by Basset and Chaker, in AAN. The following list shows two kinds of dialect clusters: those which have been rather clearly identified as languages, and those whose affiliation is not so clear. They are arranged more or less by country, from east to west across the northern tier, then back from west to east for the southern groups."

BERBER (continued)

Egypt: Siwi language (Oasis of Siwa).
Libya: Dialects of Aoudjila, Sokna, Zouara, Djebel Nefousa, and Ghadames regions.
Tunisia: Dialects of Djerba Island, Sened, Tamezret, and Douiret regions.
Algeria:
North Kabyle language: Petite Kabylie dialects
(east) : Grande Kabylie dialects
Central and West Chenoua, Beni Menacer, B. Rached, B. Ferah, Metmata du Djendel, Haroua, Achacha, B. Halima, Ouarsenis, B. Snous, and B. Bou Said
North East Dialects of Chaouia in the Aures region
"Sedentary populations of the Algerian Sahara:" (Basset 1952.67)
South Constantine region: Ouargla, Oued Righ
Mzab region: Mozabite, Ghardaia, Melika, B. Izgen, Berrian
South Oran region
South Touat region; Tuareg language (see below)
Morocco
North Tarifit (Rif) language
Dialects of Ghmara, Senhaja de Srair, Igeznayen, and B. Iznacen
Central Tamazight: Northern Beraber (Laoust 1939)
Southern Beraber (Willms 1972)
Dialects of Demnat area, including Ntifa (Laoust 1918)
South Tashelhit language (Shilha): High Atlas region
Plain and valley of the River Sous Anti-Atlas region
Mauretania: Zenaga language (possibly still in Senegal also?)
Sahara; Tuareg language (Prasse 1971, 1972)
Mali: Dialect of Advav
Dialect of Ioullemmeden of the west
Niger: Dialect of Ioullemmeden of the east
Dialects of the Air and Agades regions
Algeria: Dialects of Ahaggar region
Dialect of Ajjer region
Libya: Dialect of Ghat
Chad: Dialect (s)
Nigeria: Dialect (s)
Upper Volta: Dialect (s)

5 ORTHOGRAPHY STATUS

"There is no standard orthography for Berber, and differences in phonological systems, especially the vowels, as between Tuareg and northern Berber, would probably preclude a uniform writing system. Berber is written with several scripts: the Roman, adapted to French orthography or to phonetic conventions; the Arabic, perhaps also modified, or the Berber alphabet known as *tifinag*, traditionally used by the Tuareg.

Since the 1966 Bamako conference (Sect. 3), Niger and Mali have proceeded with literacy programs using the Roman-based script developed for Tuareg: holding training sessions, evening classes, and publishing readers and periodicals. In Niger some materials are published in both *tifinag* and in the official script.

At the same time, some Northern Berbers have begun to use *tifinag* to some extent, often alongside of roman script, in their mainly French-language revues. (See, for example, *Amazigh*, Paris, Vol. 1, 1968). The Groupe d'etudes berberes de Paris-VIII/Vincennes published in 1976-7 a 58-page "manual of initiation, "*Lecture et ecriture du berbere* (actually on Kabyle).

The increasing use of Kabyle as a modern, written language (Garland, *LELB*.182, 1979), has increased the use of the adapted roman script. In Morocco, however, Arabic notation predominates in recent Berber literary production (Chaker, *AAN* 21.748). This divergence in orthography could seriously hinder development of a standard orthography for at least Kabyle and the Moroccan Berber languages.

6 SETS OF LEARNING MATERIALS

Because of the very complex dialect/language situation, it is unclear how many sets of materials are required. The materials chosen for review were placed in the categories of Kabyle, Tamazight, and Tuareg.

7 RESOURCES

A. Institutional Resources

- Academie berbere d'echanges et de recherches culturels
- African Studies Program, University of Wisconsin, Madison
- Agadir University
- Assoc. marocaine de recherche et d'echanges culturels
- Assoc. socio-culturelle berbere de Montreal
- *Baptist International Mission
- Centre d'etudes regionales de Kabylie
- Centre de Recherches anthropologiques prehistoriques et ethnographiques, U. of Algiers
- Centre de Recherches sur l'Afrique mediterraneenne, Aix-en-Provence
- Centre National de la recherche scientifique, Paris (CNRS)
- Centro di Studi Magrebini, Istituto Universitario Orientale, Naples
- Constantine University
- Ecole national des langues orientales vivantes
- *Ecole Practique des Hautes Etudes
- Encyclopedie Berbere project
- Fes University
- Hambourg University

Howard University
Indiana University
Institut des hautes-etudes marocaines
Institut Francais d'Afrique noire, (IFAN)
Institut national des langues et civilisations orientales
Institut oriental de Naples
Instituto de Estudios Africanos
Laboratoire d'Anthropologie et de la Prehistoire des Pays de la Mediterranee Occidentale (LAPPMO)
Langues et civilisations a tradition oral (LACITO)
Montreal University
Naples University
Rabat University
Societe d'etudes linguistiques et anthropologiques de France (SELAF)
University of Algers
*University of California at Los Angeles
University of Copenhagen
University of London (SOAS)
*University of Michigan at Ann Arbor
University of Munster
University of Niamey
*University of Paris III
University of Paris IV
University of Paris VIII
University of Prague
University of Provence
University of Tizi-Ouzou
University of Vienna
*University of Wein, Instut fur Afrikanistik
University of Wisconsin

B. Individual Resources

Ahmed Akouaou
Alawjali
A. Allab
Meftaha Ameur
Joseph r. Applegate
Patrick Bennett
Fernand Bentolila
E. Bernus
Hatte R. Blejer
A. Bonfour.
Bonvini
A. Boukous
Lina L. Brock
J.F.G. Bynon
K. Cadi
S. Chaker
M. Chami
J. Dejeux
Jeanne Drouin
E. Elmouhahid
Alan Fisher
Lionel Galand
Paulette Galand-Pernet
Mohamed Guerssel
Janet Harries
B. Hebaz
Jaques Lanfry
Lefebure
Claude Lefebure
Alphonse Leguil
A. Leupen
H. List
Mouloud Mammeri
Nora Mitche
Aki'o Nakano
R. Otten
S. Pantucek
Thomas Penchoen
Karl-Gustave Prasse
O. Rossler

BERBER (continued)

Jilali Saib
Walter Schicho
Luigi Serra
M. Taifi
Werner Vycichl
Alfred Willms
Ekkehart Wolff
T. Yacine

8. EVALUATIONS

Reviewer: Jeanette Harries

A. Learning Materials:

I. Identificion of materials:

1. Spoken Kabyle: a basic course, Applegate (Kabyle).
2. Initiation a la langue kabyle, Vincennes (Kabyle).
3. Method de langue kabyle, 2eme annee, Boulifa (Kabyle)
4. Manuel elementaire de conversation Touaregue, Barthe (Tuareg).
5. A Course in Spoken Tamazight, Abdel-Massih (A. Ayache and A. Seghrouchen).
6. Lecons de berbere, Bisson (A. Ndhir).
7. Tamazight Basic Course, Harries (A. Mgild)
8. Cours de berbere marocain: dialect du Maroc Central (Zemour), Laoust (A. Ndir, A. Mgild, Zayan, A. Sgougou, Ichqern).
9. Dialogues in Moraccan Shilha, Nakano (A. Warain).

II. Printing:	1	2	3	4	5	6	7	8	9
a) Quality	NA*	Fa	--	Fa	Fa	Gd	Fa	Ex	177
b) Number of Pages	443	603	544	62	478	291	256	355	Gd
III. Dialect:	1	2	3	4	5	6	7	8	9
a) Indicated	N	Y	*	Y	Y	Y	Y	Y	--
b) Justified	N	--	--	--	--	--	--	--	--
c) Acceptable	?	Y	*	Y	Y*	Y	Y	Y	--
IV. Orthography:	1	2	3	4	5	6	7	8	9
a) Uses standard	--	--	--	--	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA	NA	NA	NA	NA
V. General Description:	1	2	3	4	5	6	7	8	9
a) Level	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Beg
b) Dependency	Dep	Dep	Dep	Dep	Dep	Dep	Dep	Dep	Sup
c) Methodology	AL	AL*	*	*	GT*	GT	AL	GT	--
d) Adaptability	Y	Y	*	N	Y	Y	Y	Y	--
e) Overall ranking	Fa	Fa	Fa	Fa	Gd	Fa	Gd	Fa	Fa
VI. Organization:	1	2	3	4	5	6	7	8	9
a) Basis	Com	G&C	*	G&C	Gr	Gr	Gr	Gr	--
b) Quality	Gd	Pr	*	Gd	Gd	Gd	Gd	Gd	--
VII. Grammar Analysis:	1	2	3	4	5	6	7	8	9
a) Adequacy	Y	Y	*	Y	Y*	Y	Y	Y	--
b) Thoroughness	--	--	--	--	--	--	--	--	--
VIII. Cultural Situations:	1	2	3	4	5	6	7	8	9
a) Representative	Y	Y	*	Y	Y	Y	Y	Y	--
b) Sufficient	--	--	--	--	--	--	--	--	--

BERBER (continued)

IX. Chapter design:	1	2	3	4	5	6	7	8	9
a) Dialogs	25	12	*	60	20	10	15	0	--
b) Notes on Dialogs	0	12	*	15	8	10	15	0	--
c) Readings	0	16	*	0	20	10	20	17	--
d) Notes on Readings	0	20	*	0	8	10	5	0	--
e) Grammar Drills	5	12	*	0	20	10*	10	18	--
f) Grammar Notes	5	14	*	10	4	30	5	55	--
g) Vocabulary	15	8	*	5	16	10	5	10	--
h) Tests	0	0	*	0	0	0	0	0	--
i) Illustrations	0	2	*	0	0	0	0	0	--
j) Communication Act.	0	4	*	5	0	0	10	0	--
k) Learning suggestions	0	0	*	0	0	0	0	0	--
l) Other (review)	10	0	*	5	4	10	10	0	--

X. Notes and Comments:

1. This version was a microfiche of a typewritten document.
2. Combines audio-lingual approach with informant along with memorizing (volume II) and grammar-translation using volume I. Volume II gives ample guidance for working with an informant for oral-aural practice. The author assumes that this book will be used in the field with a first language speaker. There are eight different series of lessons, in three main groups, with different pagination for the three groups and different pagination within groups for the correction sections; lesson structures are quite different for each group. Sequence of difficulty is progressive within, but not between the three main groups. The effect is of two authors' works, not fully integrated.
3. This work was not available for review, but the following comments have been published. "This book was intended to be used as a textbook for an advanced course in Kabyle. It includes the linguistic study Etude linguistique et sociologique sur la Kabylie de Djurdjura, as well as texts and glossary: (Applegate 1963). "The book by Boulifa,..., is in fact a collection of texts composed by the author and describes the principle aspects of Kabyle life. It does not, therefore, belong to the traditional literature, but this edition in Kabyle (without precident) poses difficult problems to the author; also one should mention the work of the creator which it represents who is in fact M. Redjala..." Galand 1979
4. The methodology revolves around learning sound values of given symbols and then reading and pronouncing them. It is designed for field use with a first language speaker.

5. Two dialects were apparently used because the two main formants were available to work at the University of Michigan. The Ayt Ayache dialect is more appropriate than Ait Seghrouchen as an entry into Tamaziaght, the latter beign markedly different in many ways from most Middle Atlas dialects. The tense/aspect system is described in misleading terms (there is no present or past in Berber). The methodology seems to use translation exercises alot and avoids pattern drill explictily. It is not clear which texts and exercises are on tape and in what form.
6. The methodology emphasises learning grammar, vocabulary, by reading to and from the target language. After 22 lessons and 3 reviews, the student is expect to start using an informant and review all previous lessons.
7. Supplementary material is completely integrated with the lessons. There are about 32 lesson tapes with additional cultural material, including 260 slides keyed to the taped lessons.
8. The vocabulary is introduced with examples, but there are no dialogues, nor any situationj-focused units which systematically present this kind of contend.
9. This little set of 97 dialogues might possibly be useful for extra drill or familiarization with one or both of the two dialects used. The dialogues were orally translated by two informants, from R. Harrell's Basic Course in Moroccan Arabic. Its dialogues are printed beside the two Berber and the English versions.

IV Overall Evaluation:

Numbers 1 and 2 together are recommended for beginning Kabyle with #3 for intermediate Kabyle. Number 4 is the only text available for Tuareg and either #5 or #7 is recommended for beginning Tamazight with #6, #8 or #9 for more advanced levels.

B. Descriptive Materials:

I. Identification of materials:

1. Elements de Grammaire berbere (Kabylie-Irjen), Basset and Picard (Ait Iraten).
2. Essai de Grammaire Kabyle..., Hanoteau (Zouaoua).
3. Tajerrumt N Tmazight, Mammeri (Kabyle).
4. Un parler berbere d'Algerie (Kabylie): syntaxe, Chaker (Ait Iraten).
5. Cours de Berber (parlers de la Kabylie), Basset and Crouzet (Ait Iraten, of Irjen).
6. Grammaire berbere: la langue; les origines du peuple berbere, Hanouz (Kabyle).
7. A Reference Grammar of Tamazight, Abdel-Massih (Seghrouchen).
8. Tamazight Verb Structure, Abdel-Massih (A. Ayache).
9. Grammaire Fonctionelle d'un parler berbere: Ait Seghrouchen d'Oum Jeniba (Maroc), Bentoila (Ait Seghrouchen).

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BERBER (continued)

10. Syntactaic Structures of Tamazight, Johnson (Harries) (Tamazight-Zemmour).
11. Etude sur le dialecte berbere des Ntifa: Grammaire. --Textes, Laoust (Tamazight-Ntifa).
12. Etude sur le dialecte berbere des Zaian et Ait Sgougou. Premiere Section: Grammaire, Loubignac (Tamazight-Zayan and A. Sgougou).
13. Tamazight of the Ayt Ndhir, Pencheon (Tamazight-Ayt Ndhir).
14. Grammatik der Sudlichen Beraber-dialekte (Sudmarokko), Willms (Tamazight).
15. Essai de grammaire Touareg (Ahaggar), Cortade (Ahaggar).
16. Essai de Grammaire de la langue Tamachek, Hanoteau (Ahaggar).
17. Etude sur le Dialecte de Ghat, Nehlil (Tuareg-Ghat).
18. Manuel de Grammaire Touaregue (tahaggart), Prasse (Tuareg-Tahaggart).

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	Pr	Gd	118	660	176	247	332	243	447	240
b) Number of Pages	328	427	Ex	Fa	Fa	Gd	Fa	Gd	Gd	Fa
	11	12	13	14	15	16	17	18		
a) Quality	Gd	Gd	Gd	Ex	Fa	Gd	Ex	Ex		
b) Number of Pages	462	288	28	288	280	299	215	1008		

III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--
	11	12	13	14	15	16	17	18		
a) Indicated	--	--	--	--	--	--	--	--		
b) Justified	--	--	--	--	--	--	--	--		
c) Acceptable	--	--	--	--	--	--	--	--		

IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	11	12	13	14	15	16	17	18		
a) Uses standard	--	--	--	--	--	--	--	--		
b) Tone Marked	NA	NA	NA	NA	NA	NA	NA	NA		

V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	All	Adv	All	Tch	Beg	Oth	Beg	I/A	Adv	Ad
b) Reference or Tech.	Ref	Ref	Ref	Tch	Ref	Ref	Ref	Tch	Tch	Tc
c) Overall ranking	--	--	--	--	--	--	--	--	--	--
	11	12	13	14	15	16	17	18		
a) Level	I/A	Adv	All	Adv	All	B/I	Adv	Tch		
b) Reference or Tech.	Ref	Ref	Ref	Y	Ref	Ref	Ref	Tch		
c) Overall ranking	--	--	--	--	--	--	--	--		

VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--
	11	12	13	14	15	16	17	18		
a) Quality	--	--	--	--	--	--	--	--		

BERBER (continued)

VII. Presentation:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
a) Thoroughness	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
b) Adequate for Ref.	Gd	Fa	Fa	Pr	Pr	Pr	Gd	Pr	Pr	Fa	Gd	Fa	Gd	Fa	Gd	Fa	Fa	Fa
c) Adequate as Tech.	Gd	Fa	Fa	Gd	Pr	Pr	Fa	Fa	Fa	Gd	Fa	Fa	Ex	Gd	Fa	Fa	Fa	Gd
d) Examples given	Y	Y	Y	--	Y	Y	Y	Y	Y	Us	Y	Y	Y	Us	Y	Y	Y	Us
e) And translated	Y	Y	N	--	Y	Y	Y	Us	Y	Us	Y	Y	Y	Us	Y	Y	Y	Us
f) Explanations clear	Us	Us	Y	--	Y	Y	Us	N	Us	Us	Us	U	Y	Us	Us	Us	Us	Us

VIII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
a) Phonology	Y	N	Y	Y	N	N	--	N	N	N	Y	Y	Y	Y	Y	N	N	Y
b) Tone	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
c) Morphology	Y	Y	Y	Y	Y	N	Y?	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
d) Syntax	Y	N	N	Y	N	N	Y?	N	Y	Y	N*	Y	Y	Y	Y	N	N	Y

IX. Notes and Comments:

1. Handwritten, quite small and small to read.
2. Also includes 20 Zouaoua texts, translated into French; the last text is given in 8 other Berber dialects. Notes on Touareg transcriptions in tifinagh characters. Originally intended for beginners, it is far out of date, but still contains much interesting data useful to advanced students, language teachers and linguists.
3. Intended for native speakers of Kabyle and other Berbers. Contains texts which could be used for an advanced reader.
4. Of use to language teachers.
5. This was originally published in a very limited number, to fill an urgent need in teaching a course; a revised edition was to come, as were vocabulary, exercises and glossaries. It was replaced by #1.
7. Goes with A course in spoken Tamazight. The syntactic analysis shows problems in the areas of Kinship nouns, tense/aspect, but generally adequate for beginners.
8. Appendix A contains a useful listing of verbs and related nouns.
9. The phonological description omits rules for schwa-insertion, necessary for pronunciation, and other phonetic realization rules. Provides no information on intonation. The technical terminology (a la Martinet) makes this difficult for a learner to follow.
10. Harries (1974) contains a summary of Tamazight structure based on this thesis, but uses non-technical terms.

11. There are 33 translated (French) texts; an appendix which covers the terminology of the time, and seasonal and agricultural fetes. The author suggests that the Ntifa dialect may be a (northernmost) extremity of Tachelhait (Shila), but Andre Basset (1952) classifies it as Tamazight.
12. This grammar also contains texts.
13. The grammatical section lacks a tretment of imperative verbs forms and uses.
14. The question mark reflects the reviewers difficulty with the German explanations.
15. This grammar is based mainly on the unpublished notes of le Pere de Foucald, with modifications. Thus it complements the Foucald Dictionnaire touareg-francais and the Foucald and Motylinski: Textes tuaregs en prose. See also Cortade's Dictionnaire Francais-Tuareg (with Modoud Mammeri).
18. A second aim of this work is a reconstruction of Proto-Berber.

XI. Overall Evaluation:

For Kabyle, #1, #2 and #3 are recommended. For Tamazight, #7 is ranked most highly (because it is part of a set). For Tuareg, all but #18 are recommended.

C. Dictionaries

I. Identification of dictionaries:

1. Dictionnaire Kabyle-Francais, Dallet (At Mangellat).
2. Le verb kabyle: lexique partiel du parler des At-Mangellat, Dallet (At-Mangellat).
3. Vocabulaire Francais-Kabyle: a l'usage des eleves de l'Ecole Departmentale des Infirmieres de l'Hopital Franco-Muselman, Depont (Kabyle-not specified).
4. Kabail Vocabulary, Newman (Kabyle-not specified).
5. A Computerized Lixicon of Tamazight, Abdel-Massih (Ayt Seghrouchen).
6. Lexique Francais-touareg, Cortade (l'Ahaggar).
7. Dictionnaire abrege touareg-francais de noms propres, Foucauld (l'Ahaggar).
8. Dictionnaire touareg-francais, Foucauld (l'Ahaggar).

II. Printing:	1	2	3	4	5	6	7	8
a) Quality	Ex	Gd	Gd	Ex	Gd	Gd	Gd	Gd
b) Number of Pages	1052	490	166	123	864	511	363	2028
III. Dialect:	1	2	3	4	5	6	7	8
a) Indicated	Y	Y	N	N	Y	Y	Y	Y
b) Justified	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7	8
a) Uses standard	--	--	--	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA	NA	NA	NA
c) Pronuncations Given	Y	Y	Y	Y	Y	*	Y	Y
d) Pron. Accurate	Y	Us	Us	Us	Us	N*	Oc	Us

BERBER (continued)

V. General Description:	1	2	3	4	5	6	7	8
a) Level	I/A	I/A	Int	Adv	All	All	Ind	Adv
b) Intended for learn.	--	--	--	--	--	--	--	--
c) Use as stud. dict	Y	N	N	N	Y	Y	Y	Y
d) Overall ranking	Gd	Gd	Fa	Pr	Ex	GD	GD	GD

VI. Entries:	1	2	3	4	5	6	7	8
a) Number of entries	36C	35C	10C	27C	65C	--	60C	*
b) Parts of speech	N*	NA	N	Y	Y	NA	NA	Y
c) Examples given	Y	Y	Oc	N	N	NA	NA	Y
d) And translated	Y	Y	Y	Y	N	NA	Y	Y
e) Explanations clear	Y	Us	Us	Us	Y	NA	Y	Us

VII. Notes and Comments:

1. This dictionary is based on Dallet's Le Verbe Kabyle, and augmented from his data and edited posthumously by colleagues. Verbs and related nouns are classed by consonantal roots, with numerous examples. The user must know Kabyle morphology inorder to find the root of a word so that it can be found in the dictionary. Each root as an entry may represent several different Berber words.
2. This lexicon contains only verb entries. See the revised and enlarged version published under Dallet's name (#1). The older work has a cross-index of French-Kabyle.
3. This is more, and less, than a dictionary; it is actually a mini-grammar with special vocabulary grouped by medical and general categories; texts and model dialogues between a nurse and a patient. Principal medicinal plants used by the Kabyles are listed. Thus limited in usefulness to medical interests.
4. This work excludes Arabic words in attempting to present only what represents "the old Numidian," so this is not a true picture of the dialect of the time (some years before the 1887 publication date). Orthography is unconventional. This is a scholarly work, best left to scholars.
5. This lexicon contains two extra components to group the target language words by special categores; part 2, cultural lexicon and part 4, linguistic lexicon. It covers a good range of vocabulary, and entries are words and not roots. But glosses are minimal, and sometimes a bit off the mark, computer-printed symbols for some of the characters are sometimes unconnected.
6. This serves as an index to the 4-volume Tuareg-French dictionary (#8) plus several sources (e.g., Motylinski and more recent vocabulary). Thus it gives access to a tremendous store of lexical information complete with examples to use.
7. This work is a useful reference tool for ethnic and place names including proper nouns, names of animals, stars and swords. The Tuareg word is written in Tifinagh and Roman characters with an explanation or translation in French. It supplements Cortade (#6).

BERBER (continued)

8. This is a very rich source of information, but very hard to use. It requires a knowledge of French, and the Tuareg alphabet and the manuscript is handwritten. It can be used with Cortade's (#6) and Mammeri's Lexique Francais-Tuareg, which cross-references entries by volume and page number. It is more of a technical dictionary than one intended for learners.

VIII. Overall Evaluation:

Only #1 is recommended for Kabyle, number 5 is the only lexicon available for Tamazight and for Tuareg, all the entries are of value, but none of the entries is really suitable for a learner's dictionary.

D. Reading Materials:

I. Identification of materials:

1. Textes berber dans le parler des Irjen, Picard (Irgen).
2. Les isefra: poems de si mohand-ou-mhand, Mammeri (At Iraten).
3. Les poems de Si Mohand, Feraoun (Ath Irathen).
4. Tajerrumt N Tmazi (Tantaka Taqbaylit: Grammaire berbere, Mammeri (Kabyle-not specified).
5. Poems kabyles anciens, Mammeri (Kabyle-not specified).
6. Textes berberes du Maroc, Basset (Ait Sadden).
7. Textes berberes, Boulifa (Demnat area, S. Central Morocco).
8. Contes Berberes du Maroc, Laoust (Tamaziaght and Tashelhit (many dialects)).
9. Text of folktales in Berber, Nakano (Ait Warain).
10. Textes Berberes dans le parler des Ait Seghrouchen de la Moulouya, Pellat (Ait Seghrouchen of Moulouya).
11. Mots et choses berberes: Notes de linguistique et d'ethnologie, Laouse (Demnat and Ntifa).
12. Textes touaregs en prose de Charles de Foucauld et A. Calassanti-Motylinski, Chaker et al. (Ahaggar).
13. Poesies touaregues, Foucauld (Ahaggar of Algeria).
14. Contes et recits des Kel-Denneg (Imayyan d-elqissaten en Kel denneg), ag-Khamidun (Kel-Denneg of Niger).

II. Printing:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
a) Quality	Fa	Ex	Gd	Ex	Ex	Ex	Ex	Gd	Ex	Gd	Gd	Ex	Gd	Gd
b) Number of Pages	670	--	111	118	470	215	388	395	45	19	551	359	461	135

III. Dialect:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
a) Indicated	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified	--	--	--	--	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--	--	--	--	--

BERBER (continued)

IV. Orthography:	1	2	3	4	5	6	7
a) Uses standard	--	--	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA	NA	NA
	8	9	10	11	12	13	14
a) Uses standard	--	--	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA	NA	NA

V. General Description:	1	2	3	4	5	6	7
a) Level	I/A	Adv	Adv	Adv	Adv	Adv	I/A
b) Intended as reader	N	N	N	N	N	N	N
c) Use as reader	1	5	4	3	2	6	2
d) Overall ranking	Gd	Fa	Fa	Fa	G	Fa	Gd
	8	9	10	11	12	13	14
a) Level	I/A	Adv	I/A	I/A	I/A	Adv	Adv
b) Intended as reader	N	N	N	N	--	N	N
c) Use as reader	3	1	5	4	1	2	3*
d) Overall ranking	Gd	Fa	Ga	Gd	Gd	Fa	Pr

VI. Organization:	1	2	3	4	5	6	7
a) Basis	?	Sub	Sub	Sub	?	Sub	Sub
b) Quality	--	--	--	--	--	--	--
	8	9	10	11	12	13	14
a) Basis	Sub	Sub	?	Sub	Sub	?	Sub
b) Quality	--	--	--	--	--	--	--

VII. Annotations:	1	2	3	4	5	6	7
a) Given	Y	Y	Oc	Oc	Oc	Us	N
b) Helpful	--	--	--	--	--	--	--
c) Readings translated	Y	Y	Y	N	Y	Y	Y
	8	9	10	11	12	13	14
a) Given	Y	N	Y	Us	Y	Y	N
b) Helpful	--	--	--	--	--	--	--
c) Readings translated	Y	N	N	Us	Us	Us	N

VIII. Briefly describe the subject matter:

1. Texts cover a wide range of topics in Berber life and thought and customs.
2. This work contains both the poems of this important poet and cultural information about him.
3. Both the poet's works and his life and work along with his place in Kabyle culture are presented.
4. This work contains 43 texts on A. Sadden's structure and political relationships, customs, beliefs, daily life and work (men's and women's), special occasions, etc., in narrative and (some) conversational form.
5. Ten long texts cover important cultural aspects. Of the four shorter texts dealing with traditional stories, three are untranslated and could serve as tests.
6. This is a good source for short traditional texts which are translated and annotated. Intended for folklorists, texts represent a variety of dialects: 85 from the Demnat area, 31 from the more northern dialects of Tamazight and 15 from Tachelhit.
7. The texts deal with ethnographic and folkloric topics.

8. Texts contain a good introduction to daily life and the environment. Most texts are short and translated. The topics include housing, furnishings, nourishment, the human body, clothing, weather, agricultural work, garden and orchard, forest and plants.
9. This edition contains 183 texts on Tuareg daily life, environment and means of subsistence, history and social structure.
10. This is a collection of poetry.
11. This is a part of a corpus of materials on the Kel-Denneg dialect of Niger prepared by K. G. Prasse and this author.

IX. Notes and Comments:

1. This work is excellent from a linguistic standpoint and good for language study. It contains lots of phonological information in the transcription and notes, showing variations in pronunciation. The extensive glossary (all of volume II) lists by text and page number every occurence of each word cited.
2. The collection is good for its content. While not intended as a reader for language learners, the transcription is good and the poetry great. This is the only collection of Kabyle poems with a French translation.
3. Although the content is good, the orthography is somewhat difficult.
4. This remarkable grammar, by a Berber, introduces and uses a set of grammatical terms in Berber to describe berber. It was written completely in Romanized Kabyle except for definitions in French. Would be useable as an advanced reader as well as a reference grammar.
5. The texts (mostly poems), as shown in the introduction, form an important basis for modern Kabyle literature as well as exemplifying the forms and ideas of Kabyle oral litgerature of the 19th century. As a Kabyle writer and scholar, Mammeri's observations on their importance and meaning are particularily interesting.
6. The linguistic and cultural content is excellent. It contains text, translation and notes conveniently arranged on the same page. No glossary is provided.
7. The content is interesting and well translated. The grammatical sketch explains special features of this dialect. The lexicon permits the decoding of the texts.
8. The text refers to published grammars for linguistic information. It contains no glossary, but is complemented by #11.
9. There is no translation, no notes and no glossary. This and Aki'o's Dialogues (1976) do provide some material for this dialect which is located at the extreme northeast of the central Moroccan area. Together they might be useful for an advanced student of Tamazight interested in this area.

BERBER (continued)

10. The texts are interesting and informative. The numbered paragraphs identify corresting text and translation on facing pages. The Glossary has four pages of vowel entries and 76 pages of consonant-root entries, many with the head entry written in Arabic. This makes it difficult to consult. The text is written with some phonetic details, notably the short vowel, which helps with pronunciation.
11. Texts are illustrated by 116 sketches and plates.
12. This excellent edition contains translations, illustrations (photographs and drawings), annotations, an indes, maps and information about the Tuareg in very clear prose.
13. By carefully documenting the poems (who composed them, why, to what events and persons they refer, where and when perfomed), the author gives a clear insight into the vital role of poetry in Tuareg life. Related materials in this dialect (grammar, dictionary, basic text are available, making this a good prospect for more advanced readers.
14. Lacking translation and annotation, this collection would be usable if and when they are published as forceen in the present volume.

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CHEWA/NYANJA A-4

1 CLASSIFICATION AND WHERE SPOKEN

This language belongs to the Nyanja Group of Bantu (Guthrie G30) and is spoken in Malawi (where it is known as Chewa) and in Zambia (where it is known as Nyanja). It is also spoken in Zimbabwe, Mozambique, and Tanzania.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 4 million speakers for Malawi, only. Zambia's 1969 census states that 755,000 people, or about 17 percent of the population, speak one of the languages of the Nyanja group. Heine (1970) suggests a figure of 2.1 to 2.2 million first- and second-language speakers.

3 USAGE

Chewa is an official language in Malawi. Nyanja is an official language in Zambia, a lingua franca in Lusaka. Zambia has radio broadcasts in Nyanja as well as a monthly magazine. Malawai has radio broadcasts in Chewa. The Malawi department of information and tourism publishes Boma Latha, a Chichewa daily.

4 DIALECT SURVEY

No detailed dialect survey has come to our attention.

5 ORTHOGRAPHY STATUS

A standardized orthography for Chewa in Malawi exists, as does one for Nyanja in Zambia. Differences are minimal.

6 SETS OF LEARNING MATERIALS

Scotton (personal communication, 1983) states that one set of materials would be sufficient for Chewa and Nyanja.

7 RESOURCES

A. Institional Resources

*Africa Evangelical Fellowship
*Baptist Evangelical Fellowship
*Baptist Mission (Malawi)
*Cambridge University
*Chechewa Board
*Indiana University
*Michigan State University
*Missionaries of Africa
Peace Corps (Malawi)
*University of Florida
*University of Illinois at Urbana
*University of Malawi
University of South Africa
*University of Wisconsin at Madison

B. Individual Resources

E. J. Chadza
Anna M. Deklerk
F. Kaiyah
Katherine Kadzimira
Dr. J.K. Loew
J.A. Louw
J.T. Matenje
Sam A. Mchombo
S. Moto
Francis Moto
Enoch T. Moulu
Enoch S.T. Mvula
I.A.J. Nankwenya
Ruth Marie Olsen
Gregory Orr
Thomas Price
Father Salaun
Carol Scotton
Ernst Wendland

8 EVALUATIONS

The evaluations requested did not appear in time to be included in this volume.

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CHOKWE/RUUND B-5

1 CLASSIFICATION AND WHERE SPOKEN

Chokwe (also spelled Cokwe) and Ruund are two distinct Bantu languages belonging to the Chokwe-Luchazi Group (Guthrie K10) and the Lunda Group (Guthrie L50),espectively. Hoover reports that "Ruund (uRuund) is spoken in Zaire (Shaba, Kasai and Bandundu regions) and Angola," where it is known as "Lundu" or sometimes as "Lunda of Mwant Yav" to distinguish it from (chi)Ndembu, a quite distinct language spoken in Zaire and Zambia, where it is also known as "Lunda." There is also a third group speaking a dialect of Bemba also referred to as "Lunda." The extensive use of the term "Lunda" reflects the earlier incorporation of these groups into the multiethnic Lunda state.

Nash (personal communication, 1985) reports that "to avoid confusion, the term 'Lunda' is now generally used to refer to all those connected in some way to the greater political/ cultural state and 'Ruund' to those with very close cultural, ethnic and linguistic ties to the Lunda capital area in western Shaba province, Zaire."

2 NUMBER OF SPEAKERS

	Chokwe	Ruund	Ndembu
Zambia			
Zaire	150,000	350,000	100,000
Angola			
WTPR	500,000	170,000	

While WTPR (1982) notes 170,000 "Lunda" Ruund speakers and 500,000 Chokwe speakers, Hoover suggests this figure is too low for first language speakers and fails to consider the use of both languages as a lingua franca.

3 USAGE

Both Chokwe and Ruund are linguae francae, "Ruund is spoken in a wide band straddling the Zaire/Angolan border" while "Chokwe is spoken in most of the areas where Ruund is spoken and also in much of northern Angola" (Nash, personal communication, 1985). While neither language has official government recognition, both were used in colonial-era mission schools.

4 DIALECT SURVEY

Nash (personal communication, 1985) reports that, because of its recent expansion, Chokwe shows little dialect variation, and that while there is considerable dialect variation in Ruund, they are mutually intelligible. However, no formal dialect surveys are known to us as of this writing. UNESCO/UDP is sponsoring a project which prepares literacy and other types of materials in Chokwe.

5 ORTHOGRAPHY STATUS

As far as can be determined, no official orthography has been established for either language. However, the orthography used by Lerback has been adopted by the missions in Shaba province with slight modifications and is the standard there. A Rund newspaper was published in the early 1960s in connection with a mass adult literacy project. The orthography developed by MacJannet is used by missions in both Zaire and Angola.

6 SETS OF LEARNING MATERIALS REQUIRED

Nash (personal communication, 1982) feels that one set of materials would be sufficient for Lunda. UDP is preparing one set of Chokwe materials

7 RESOURCES

A. Institutional Resources
U.N.D.P. Project, Angola

B. Individual Resources
Ben Eidse
Jeffrey Hoover
M. Kounta
Jay Nash
Jacques Vincke
M. Wolford

8. EVALUATIONS

Reviewer: Jeff Hoover

A. Learning Materials:
NOT GIVEN

B. Descriptive Materials:

I. Identification of materials:
1. Lerbak, Lessons in uRuund (Lunda of Mwant Yavu), 1950's
2. Guillot, Petite Grammaire de l'Usalampasu, 1950's
3. MacJannet, Chokwe-English, English-Chokwe Dictionary and Grammar Lessons, 1950's

II. Printing:	1	2	3
a) Quality	F	G	F
b) Number of Pages	--	--	248+
III. Dialect:	1	2	
a) Indicated	Y	Y	Y
b) Justified	--	--	--
c) Acceptable	--	--	--
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	N	N	N

CHOKWE/RUUND (continued)

V. General Description:	1	2	3
a) Level	B,I	B	B,I
b) Reference or Tech.	R*	R	R
c) Overall ranking	F	F	F

VI. Organization:	1	2	3
a) Basis	--	--	--
b) Quality	G	G	G

VII. Presentation:	1	2	3
a) Thoroughness	--	--	--
b) Adequate for Ref.	F	F	F
c) Adequate as Tech.	--	--	--
d) Examples given	Y	Y	Us
e) And translated	Y	Y	Y
f) Explanations clear	Us	Us	--

VIII. Grammar Analysis:	1	2	3
a) Phonology	Y	N	N
b) Tone	N	N	N
c) Morphology	Y	Y	Y
d) Syntax	Y	Y	Y

IX. Notes and Comments:

+ The grammar part consists of 42 pages; the rest is a dictionary and an index.

* The Lerbak lessons are really more of an intergrated course than a reference grammar. They are designed to be used with various school readers for reading proficiency, and (with an informant) for pronunciation and conversation.

C. Dictionaries

I. Identification of dictionaries:

1. MacJannet, *Chokwe-English, English-Chokwe Dictionary and Grammar Lessons*, 1947 1927
2. Guillot, *Petite Grammaire de l'uSalampasu*, 1950's
3. Hoover, *An Uruund-English Dictionary*, ms.

II. Printing:	1	2	3
a) Quality	F	G	G
b) Number of Pages	248*	176+	500

III. Dialect:	1	2	3
a) Indicated	Y	Y	Y
b) Justified	--	--	--
c) Acceptable	--	--	--

IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	N	Y	Y
c) Pronunciations Given	--	--	--
d) Pron. Accurate	--	--	--

V. General Description:	1	2	3
a) Level	B,I	B	B,I
b) Intended Use	--	--	--
c) Use as student dict.	--	--	--
d) Overall ranking	F	F	G

CHOKWE/RUUND (continued)

VI. Entries:	1	2	3
a) Number of entries	6.5K	1.2K	20K
b) Parts of speech	N	Y	Y
c) Examples given	N	N	Oc
d) And translated	NA	NA	Y
e) Explanations clear	Us	Us	--

VII. Notes and Comments:

* Of the 248 pages, 42 form the grammar part.

+ Only 43 pages form the dictionary part of the book.

D. Reading Materials:

I. Identification of materials:

1. Yishimu (Anonymous), c. 1960
2. Ngand Yetu, (Anonymous), 1963

II. Printing:	1	2
a) Quality	G	G
b) Number of Pages	100	200
III. Dialect:	1	2
a) Indicated	Y	Y
b) Justified	--	--
c) Acceptable	--	--
IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	N	N
V. General Description:	1	2
a) Level	I	I
b) Intended as reader	--	N
c) Use as reader	Y	Y
d) Overall ranking	G	F
VI. Organization:	1	2
a) Basis	--	SM
b) Quality	G	F
VII. Annotations:	1	2
a) Given	N	N
b) Helpful	--	--
c) Readings translated	N	N

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C. Ruund Learning Materials

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D. Ruund Descriptions

Nash, J.
n.d. Rund Grammar Lessons. Mimiographed.

Guillot, Robert.
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Vincke, Jacques.
n.d. Aspects de la phonology de la morphologie de la langue Lunda (Ruund). Lubumbashi: National University of Zaire.

E. Ruund Dictionaries

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1960 Petite grammaire de l'Usalampasu. Luisa, Congo. Mimeographed or typescript. Pp. 134 37-page vocabulary.

Hoover, J. Jeffrey.
1975 An uRuund-English Dictionary. Manuscript in prepartation. Pp. 500.

F. Ruund Readers

Author unknown.
1960 Yishimu (stories). Elisabethville, Congo. Pp. 50.

Author unknown.
1963 Ngand Yetu: Uruund wa Mwant Yavu. Cleveland, Transvaal: Central Mission Press. Pp. 250.

104

G. Others

Fisher, M.K.
c1955? Lunda-Ndembu Handbook. Mutshatsha, Congo: Garenganze Evangelical Mission.
1985 Lunda-Ndembu Dictionary. Rev. ed. Zambia: Lunda-Ndembu Publications. Pp. 192.

DINKA (AGAR/BOR/REK/PADANG) C-1

1 CLASSIFICATION AND WHERE SPOKEN

Dinka is a generic name for a group of dialects in the Dinka Group of Western Nilotic languages. It is spoken by the Jien (Dinka) along the White Nile in the Sudan.

2 NUMBER OF SPEAKERS

There are more than one million speakers of Dinka (A.N. Tucker 1981, using 1955-1956 census data). Voegelin and Voegelin (1977) note 39,000 Rek and 92,000 other Dinka speakers.

3 USAGE

Dinka has great regional importance in the Sudan.

4 DIALECT SURVEY

There are four major dialects in Dinka: Padang, Agar, Rek, and Bor. All have a "high level of mutual intelligibility" (Duerksen, personal communication, 1983). Roettger has also published A Dinka Dialect Study. No one dialect is the accepted standard at present.

5 ORTHOGRAPHY STATUS

Dinka has a Romanized orthography developed from the 1928 Rejaf language conference; some modifications have been suggested from the work of the Instute of Regional Languages's Literacy Project. There is no Arabic script for Dinka.

6 SETS OF LEARNING MATERIALS

One set of materials should be sufficient, although the dialect upon which it should be based is undetermined.

7 RESOURCES

A. Institutional Resources
    *Mennonite Central Committee
    *Summer Institute of Linguistics, England
    Summer Institute of Linguistics, Kenya
    *University of Aalborg, Denmark

B. Individual Resources
    Louis Agany
    Torben Andersen
    Edward B G Ayom
    John Duerksen
    Kristine C. Gjerlow-Johnson
    Godfrey Leinhardt
    Job Dharuai Malou
    Arturo Nebel
    Fr. Raphael Tessitore
    Martha Thomsen(Larson)
    Adrian N. Tucker

8. EVALUATIONS

A. Learning Materials

Reviewers: Torben Andersen and John Duerksen

I. Identification of materials:
1. Dinka Grammar, A. Nebel, 1948

II. General Description:	1
a) Level	B
b) Dependency	D
c) Methodology	TR-E
d) Number of Pages	173
e) Printing Quality	G
f) Linguistic Coverage	F
III. Indication of:	1
a) Tone Marking	N
b) Dialect Choice	Y
c) Author Background	Y
IV. Chapter Design:	1
a) Dialogs	NA
b) Notes on Dialogs	NA
c) Readings	NA
d) Grammar Drills	NA
e) Grammar Notes	NA
f) Vocabulary	NA
g) Tests	NA
h) Illustrations	NA
i) Communication Act.	NA
j) Other	NA
V. Representativeness of	1
Cultural Situations	N

VI. Notes and Comments:
1. The book includes grammar notes, with illustrative sentences arranged in terms of increasing difficulty; some translation exercises from and to the target language; sets of sentences relating to a common topic; stories; and an English-Dinka word-list.
2. Abbreviation: TR-E = translation exercises

B. Descriptive Materials

I. Identification of Materials:
1. *Le Dinka (Agar), A.N. Tucker, 1981
2. Dinka Orthography, A. N. Tucker
3. +Tge Phonetic System of Dinka, Andersen, 1981
4. The Dinka Vowel System, Adharuai, 1983

II. General Description:	1	2	3	4
a) Level			NA	NA
b) Adequacy as Descr.	G	G	G	G
c) Suitability for Ref.	F	P	F	F
d) Number of Pages	16	125	28	128
e) Printing Quality	G	G	NA	G

DINKA (continued)

III. Adequacy of:	1	2	3	4
a) Phonology Analysis	PA	N	Y	PA
b) Tone Analysis	N	N	Y	N
c) Morphology Analysis	NA	NA	NA	NA
d) Syntax Analysis	NA	NA	NA	NA
e) Explanations Clear	us	us	NA	Y

IV. Indication of:	1	2	3	4
a) Dialect Choice	Y	NA	Y	Y
b) Author Background	**Y	Y	Y	Y
c) Examples Given	Y	us	NA	Y
d) Examples Translated	us	us	NA	Y

V. Overall Evaluation:

None of the above can be used independently as full reference grammars. 1 is too brief; 2, 3, and 4 deal with phonology only.

VI. Notes and Comments:

1. * Article in J. Perrot, ed., Les Langues dans le monde ancien et moderne, premiere partie, pp. 293-308.
2. + Not yet published, but has been submitted to Journal of African Languages and Linguistics.
3. Author's background not identified here but elsewhere, since he is a well-known Africanist.

C. Dictionaries

I. Identification of Dictionaries:

1. English-Dinka Dictionary, Trudinger, 1942-44
2. Dinka Dictionary (with abridged grammar), Nebel, 1979 1934

II. General Description:	1	2
a) Level	G	G
b) Intended Use		
c) Number of Entries	5000	
d) Parts of Speech	Y	
e) Printing Quality	P(M)	G

III. Use of:	1	2
a) Examples	us	oc
b) Translations	us	us

IV. Indication of	1	2
a) Tone Marking	Y	N
b) Dialect Choice	Y	Y
c) Author Background	PA	

V. Overall Evaluation:

1. This is a good dictionary: vowel qualities and tones are marked; also, many examples are given.
2. Fair. Marks very few voice qualities; short entries. 32 pages of grammatical notes.

D. Reading Materials

I. Identification of Materials:

1. Dinka Primer and Reader I - IV, Catholic Mission (A. Nebel)
2. My Primer: English-Dinka, Catholic Mission
3. Dinka, Book 1 - 4, Institute of Regional Languages, 1979

DINKA (continued)

II. General Description:	1	2	3
a) Level	B,I	B	B
b) Organization	G	G	G
c) Annotations (Y/N)	N	N	N
d) Number of Pages	282	88	340
e) Printing Quality	G	G	G

III. Indication of:	1	2	3
a) Tone marking	NA	NA	NA
b) Dialect Choice	Y	Y	Y
c) Author background	PA	PA	PA

IV. Notes and Comments:

1. Good primer series. Composed mostly of stories. Written in Rek dialect.
2. A beginner's book to teach English to Dinka speakers. Contains basic phrases in English and Dinka.
3. This is a primer series to used in teaching reading and writing to Dinka children in primary 1-3. Contains decoding drills and short stories.

9. BIBLIOGRAPHY

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n.d. *First Twenty Lessons in Dinka*.

B. Descriptions

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Catholic Mission (Fr. A. Nebel).
n.d. *Dinka primer and reader I*. (First book in a four book reader series.) Juba, Sudan: Ministry of Education.
1955 *Dinka reader II*. London: Macmillian.
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Catholic Mission.
n.d. *My primer: English-Dinka*. (A four book reader series.) El Obeid, Sudan.
Malou, Job Dharuai.
1983 *The Dinka vowel system*. Arlington: University of Texas. Unpublished M.A. thesis. Pp. 128 + 13.
Nebel, Arthur.
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C. Dictionaries

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1936 Dinka Dictionary. Verona, Italy: Missioni Africane. Pp. 176.
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D. Others

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Institute of Regional Linguisics (IRL).
1977-1979 Dinka Book 1, 2, 3, & 4. Athor Tuen e Jien, Athor e Rou e Jien, Athor e Diak e Jien, & Athor e Duan e Jien. Institute of Regional Languages (IRL), SIL - Sudan, Nairobi, Kenya.

EBIRA (IGBERA) C-7

1 CLASSIFICATION AND WHERE SPOKEN

Ebira (formerly known as Igbera) belongs to the Nupe-Gbari Group of Kwa. It is spoken in Bendel, Plateau, and Kwara States, Nigeria.

2 NUMBER OF SPEAKERS

WBTR (1982) notes 500,000 first language speakers; Voegelin and Voegelin (1977) cite 150,000.

3 USAGE

Ebira is a regional language and has gained importance because of the large iron ore mining project in Kwara State.

4 DIALECT SURVEY

As of this writing, no dialect survey is known.

5 ORTHOGRAPHY STATUS

As of this writing, we know of no established orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known at this time how many sets of materials would be sufficient; the Summer Instute of Linguistics is preparing one set of literacy materials.

7 RESOURCES

A. Institutional Resources
    *Summer Institute of Linguistics, England
    Summer Institute of Linguistics, Kenya

B. Individual Resources
    Thomas Adaba
    John R. Adive
    John Picton
    Hans J. Scholz

8. EVALUATIONS

The evaluations requested did not appear in time to be included in this volume.

9. BIBLIOGRAPHY

EBIRA (IGBERA) (continued)

A. Learning Materials

Scholz, Hans, and Christel Scholz.
1972 *Let's go forward -- let's read and write Ebira: a work book introducing the standard Ebira orthography and containing the first Ebira-English dictionary of ca. 2,000 entries*. Huntington Beach, Ca.: Summer Institute of Linguistics. Pp. 112.

Scholz, Hans-Jurgan.
n.d. *Ebira O Yi Nyi Akanya* (Primers 1-3). *Ebira O Yi Nyi Ananya* (Teachers Guide 1-3.)

B. Descriptions

Adine, John R.
1984 *A Descriptive Study of the Verbal Piece in Ebira*. Ph.D. Dissertation, University of London.

Scholz, Hans-Jurgan.
1976 *Igbira Phonology*. Dallas, Texas: Summer Institute of Linguistics. Pp. 110.

C. Dictionaries

D. Readers

Scholz, Hans-Jurgan
n.d. *Uhi Ami O Keekeeke*. (Post Primer, some Ebira fables and short stories.)
n.d. *Uye Ene Hi Ini Ete Aza - Oji*. (Post Primer, some famous animals in Africa.)

EDO (BINI) C-2

CLASSIFICATION AND WHERE SPOKEN

Edo or Bini belongs to the North-Central Edo Group of Kwa and is spoken in Bendel State, Nigeria.

2 NUMBER OF SPEAKERS

WBTR (1982) notes one million total speakers. Voegelin and Voegelin (1977) cite a figure of 100,000 first-language speakers. Herault (1981) suggests 900,000.

3 USAGE

Edo is a lingua franca in the midwestern region of Nigeria and is also a national language.

4 DIALECT SURVEY

No significant regional dialect differences have been noted. Wescott (p.c. 1986) reports that there are perceptible differences in "age dialects."

5 ORTHOGRAPHY STATUS

No information is available to us as of this writing.

6 SETS OF LEARNING MATERIALS NEEDED

One set of materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources
  Benin Welfare Association of Nigeria
  Nigerian Educational Research Council, Nigeria
  Edo Studies Association of Nigeria

B. Individual Resources
  R. Agheyisi
  Airen Amaye
  Ernest Dunn
  E. O. Imasuen
  Ikponmwosa Osemwegie
  Roger Wescott

EDO (BINI) (continued)

8. EVALUATIONS

Reviewer/s: Wescott

Note: The limited materials that appear in this evaluation reflect our combined and unsuccessful efforts to obtain copies of the other materials mentioned in the bibliography. In addition, R. Wescott agreed to review available Edo materials using summary statements rather than the standard questionnaire format.

A. Learning Materials

I. Identification of Materials:

1. Peace Corps Bini Program, A. Awobuluyi
2. Introduction to Bini, E. Dunn

II. General Description:	1	2
a) Level	I	I
b) Dependency	I	I
c) Methodology	AL	AL
d) Number of Pages	46	224
e) Printing Quality	G	G
f) Linguistic Coverage	P	G
III. Indication of:	1	2
a) Tone Marking	NA	F
b) Dialect Choice	NA	NA
c) Author Background	NA	NA
IV. Chapter design:	1	2
a) Dialogs	NA	NA
b) Notes on Dialogs	NA	NA
c) Readings	NA	NA
d) Grammar Drills	_	_
e) Grammar Notes	_	_
f) Vocabulary	_	_
g) Tests	_	_
h) Illustrations	_	_
i) Communication Act.	_	_
j) Other	_	_
V. Representativeness of Cultural Situations	1	2
	_	_

VI. Overall Evaluation:

1. This is the only available pedagogical material for Edo.
2. Not available for review.

VII. Notes and Comments:

1. Tonal analysis lumps together two distinct tones, "low" and "flat."

EDO (BINI) (continued)

B. Descriptive Materials Questionnaire

I. Identification of Materials:

1. Bini Grammar, R. Wescott.

II. General Description:	1
a) Level	A
b) Adequacy as Descr.	Y
c) Suitability for Ref.	N
d) Number of Pages	324
e) Printing Quality	G

III. Adequacy of:	1
a) Phonology Analysis	Y
b) Tone Analysis	Y
c) Morphology Analysis	Y
d) Syntax Analysis	N
e) Explanations Clear	Y

IV. Indication of:	1
a) Dialect Choice	NA
b) Author Background	NA
c) Examples Given	Y
d) Examples Translated	Y

V. Overall Evaluation:

1. "Well organized.... It was planned as a six-volume work, the last three volumes to be entitled: Syntax, Semantics, and Pragmatics.

VI. Notes and Comments:

1. "Useful only to professional linguists and to native speakers of Bini."

C. Dictionaries

I. Identification of Dictionaries:

1. Concise Dictionary of Bini, H. Melzian
2. Elementary Dictionary of the Benin Language, H. Butcher.
3. English-Edo Wordlist, D. Munro.

II. General Description:	1	2	3
a) Level	A	A	A
b) Intended Use	Ref	Ref	Ref
c) Number of Entries	NG	NG	NG
d) Parts of Speech	Y	Y	Y
e) Printing Quality			

III. Use of:	1	2	3
a) Examples	Y	Y	Y
b) Translations	Y	Y	Y
c) Tone Marking	Y	Y	N
d) Dialect Choice	NG	NG	NG
e) Author Background	NG	NG	NG

V. Overall Evaluation:

1. Its phonetic accuracy is astonishing. Its illustrative sentences give useful context to forms which are not always adequately defined by glosses alone. And the ethnographic background included with many forms is extremely helpful in supplying what might be called "lexical ecology."

EDO (BINI) (continued)

2. Not as good as #1 lacking phonetic detail and having a weak tonal analysis.
3. Useful supplement to #1.

D. Reading Materials
No Materials were available for review.

9. BIBLIOGRAPHY

A. *Teaching Materials*

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1968 *An Introduction to Bini*. East Lansing: Michigan State University, African Studies Center. Pp. 224.
Wescott, Roger W.
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1962 *Bini Phonology*. Washington, D.C.: United States Office of Education.
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B. *Descriptions*

Melzian, Hans J.
1942 *Vergleichende Characteristik des Verbums im Bini*. Berlin, Institut fur Lautforschung an der Universitat Berlin.
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1965 "Speech-Tempo and the Phonemics of Bini." *Journal of African Languages* (London). Vol. 4, part 3.
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1974 "Bini Names in Nigeria and Georgia." *Linguistics* (The Hague). March.
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1968 "Degrees of Phonemicity in Bini." Archives of the Center for Applied Linguistics (Washington, D.C.). February.

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C. Dictionaries

Butcher, Hugh Louis Montague.

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1960 "The Leaf-Cutter's Song" (a Bini work-chant). Expedition: Bulletin of the University of Pennsylvania Museum (Philadelphia). Fall.

EFIK /IBIBIO/ANAANG B-6

1 CLASSIFICATION AND WHERE SPOKEN

This language cluster belongs to the Cross River branch of Benue-Congo and is spoken in the Cross River Basin of Nigeria.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 1.5 million speakers overall. Voegelin and Voegelin (1977), citing Westerman and Bryan (1952), state there are more than one million. Cook (p.c.) gives a figure of 500,000 first language speakers of Efik alone, with the number rising to 2.5 million when second-language speakers are included.

3 USAGE

Of the three, Efik serves as the first school language and is considered as the standard as well. Most Ibibio and Anaang speakers use Efik as a second language; it often serves as a lingua franca. Ibibio is gaining status as more materials are prepared in it. Radio Nigeria broadcasts in Efik.

4 DIALECT SURVEY

Anaang, Efik, and Ibibio are three closely related languages, with Efik serving as a lingua franca.

5 ORTHOGRAPHY STATUS

Efik, as the first written language of the three, has a standard orthography. Ibibio has also recently developed a standard ortho-graphy.

6 SETS OF LEARNING MATERIALS

Priority should be given to materials for Efik based on the Calabar dialect.

7 RESOURCES

A. Institutional Resources
- *Cambridge University
- Indiana University
- *Rijksuniversiteit te Leiden
- *University of Calibar
- Yale University
- Efik/Ibidio Studies Center

B. Individual Resources
- E.N.Amaku, Efik
- T.L. Cook, Efik
- Stanley L. Cushingham
- A. J. Esen, Ibibio
- Udo E Essien
- Okon E. Essien, Ibibio
- Offiong Etukudo Ibok, Efik
- Elaine Kaufman, Ibibio
- E.E. Nkanga
- C.O. Okoreaffia, Efik
- F.D.D. Winston, Efik

8 EVALUATIONS

We were unable to locate a reviewer willing to evaluate the available materials for this language heading.

9. BIBLIOGRAPHY

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Cook, T.L.
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B. Efik Descriptions

Essien, U. and T.L. Cook.
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C. Efik Dictionaries

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E. Others

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FULFULDE (FULANI/PEUL, FULA) A-5

1 CLASSIFICATION AND WHERE SPOKEN

Fulfulde belongs to the northern branch of West Atlantic and is spoken throughout West Africa, most speakers are found within a band running from Senegal to northern Cameroun, including the countries of Senegal, Mauritania, Gambia, Guinea, Guinea Bissau, Mali, Burkina Faso, northern Benin, Nigeria, Niger, Chad, and Cameroun. Technically, Fulfulde or Pulaar is the name of this language, while ful'be (singular = pullo) is the name of the people who speak fulfulde. The term fulani is the Hausa designation for these people, while Fula is the Mandinka term, and Peul is Wolof.

2 NUMBER OF SPEAKERS

Sauvegeot (1978) cautiously estimates there are around 5 million speakers of Fulfulde. The population statistics of the ICAO (1980-1981) are given as follows:

Country	Estimated Speakers	Source
Benin	80,000	ICAO
Burkina Faso	600,000	ICAO
Cameroun	400,000	ICAO
Chad	5,500	ICAO
Gambia	1,000,000	
Guinea	2,100,000	ICAO
Guinea Bissau	100,000	ICAO
Ivory Coast	100,000	ICAO
Mali	600,000	ICAO
Mauritania	100,000	ICAO
Niger	400,000	ICAO
Nigeria	5,000,000	ICAO
Senegal	1,152,451	Vital Statistics Senegal, 1981
Total:	10,000,000+	

3 DIALECT SITUATION

Although no dialect survey has come to our attention, Arnott (1970:3) reports the following dialect areas: "Fuuta Tooro (Senegal), Fuuta Jaloo (Guinea), Maasina (Mali), Sokoto and western Niger, 'Central' northern Nigeria (roughly Katsina, Kano, Zaria, Plateau, Bauchi, and Bornu Provinces and eastern Niger), Aadamaawa." All dialects of Fulfulde are mutually intelligible.

4 USAGE

Fulfulde is an officially recognized national language in the following countries: Mauritania, Senegal, Mali, Guinea, Burkina Faso, Niger, Nigeria, Cameroun and Gambia. It is one of the six national languages of Senegal, French being the official language. It is current government policy to teach each student to read in the prominent national language of each major region. Radio broadcasts in Fulfulde can be heard in the countries where it is an officially recognized language. In addition, the U.S.S.R. and Radio Cairo broadcast in Fulfulde. Senegal has a Fulfulde press. Each country where it is an official language has (1) a government office responsible for adult literacy in Fulfulde, and (2) a section in the Department of Education responsible for introducing national languages into the school system and radio broadcasts in Fulfulde (Fagerberg, personal communication, 1985).

5 ORTHOGRAPHY

A standard orthography (based on the 1966 Bamako conference on orthographic standardization) has been adopted in all of West Africa, Europe, and the United States. Exceptions are Guinea and Nigeria, although Guinea has now accepted the future use of the standard orthograpy (Fagerberg, personal communication).

6 SETS OF LEARNING MATERIALS REQUIRED

Despite mutual intelligibility, at least two sets of materials (Eastern: Niger, Nigeria, Cameroun, Chad, and the Central African Republic; and Western: Senegal, Guinea, Guinea Bissau, Burkina Faso, Mauritania, and Mali) are required.

7 RESOURCES

A. Institutional Resources
  ACCT
  Association for the Renaissance of Pulaar (Senegal)
  Binndi e Jande
  Cambridge University
  Center for the Study of Nigerian Languages
  CEHLTO
  CLAD
  *Comite de Fulfulde
  DNAFLA (Office for national languages, Mali)
  Formations Pratique (Office for national languages, Senegal)
  IDAN
  Institute des Langues (Office for national languages, Guinea)
  Institut fur Afrikaniste (Vienna)
  Joint Christian Ministries in West Africa
  *Languages et Civilisations a Tradition Orale (LACITO)
  National Museum of Ethnology, Ossaka, Japan
  *Michigan State University
  ONL PAF (Office of National Languages, Burkina Faso)
  Peace Corps, Senegal, Mali
  *Seminar fur Vergleichende und Indogermanische Sprachwissenshaft, Berlin

*Societe Internationale de Linguistique (throughout West Africa)
Summer Institute of Linguistics
*U. S. Peace Corps
University of Leiden
*University of California at Los Angeles
University of Marburg
University of Oslo
*University of Paris III (INALCO)
University of Southern California
*University of Wisconsin-Madison
*Yale University

B. Individual Resources

Mohammadou Aliou
D. Arnott
Yero Balde
Amadou Balde
Aliou Boly
R. Fr. Pierre L. Bidault
Henri Bocquone
Mamadou Samba Diop
Wolfgang Clima
Mamadou Diallo
David Dwyer
Paul Eguchi
Rolf Theil Endresen
Sonja Fagerberg-Diallo
Mamadou Gangue
Peter Gottschligg
P.H.E. Hair
Tamboura Hamadoun
Fary Ka
Souleymane Kane
Marjorie Kalter
Rev. Rudolf Kassuhlke
A. Klinipuheben
Roger Labatut
Dioulde Laya
Jacob Leowen
Djibi M'bodj
Angelo "Maaliki" Bonfiglioli
Abu Manga
Shuji Matsushita
Mary H. McIntosh
Hans G. Mukarovsky
Ibrahim Mukoshy
Neil Skinner
Mamadou Ndiaye
Ron Nelson
S. Sauvegeaut
Christiane Seydou
Yaya Soumara
Alpha Sow
Leslie H. Stennes
Yero Sylla
Haus Thikarovsky
Rene Vallette
Drijn Van der Jagt
Clima/Urma Wolfgang
G. Zoubko

8 EVALUATIONS

Reviewers: A: Sonja Fagerberg-Diallo
B: Roger Labatut

Part I. Learning Materials

I. Identification of Materials:
1. A: Adamawa Fulfulde, Delletier and Skinner (Adamawa Central))
2. A: Fula: Basic Course, Swift et al (Fuladu)
3. A: Cours de Foulfouide: Dialect Peul du Diamare, Noye (Adamawa North).

FULFULDE (FULANI/PEUL, FULA) (continued)

4. A: Practical Guide and Reference Grammar to the Fulfulde of Massina (I and II), Fagerberg-Diallo, 1984
5. B: Introduction to Pulaar, Fagerberg-Diallo (Fouta Tooro), 1983
6. B: Introduction to Massina Fulfulde, Fagerberg-Diallo
7. B: Tanngere Wolliinde Wo'daa'be, Maliki (Wo'daa'be of Niger)
8. B: Cours de Fulfulde, Noye (Cameroun)
9. B: Cours de Fulfulde, Labatut (several dialects)
10. B: Jam tan, Labatut, Aliou and M'bodj (Senegal)

II. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	Beg	Beg	All	--	Beg	Beg	Beg	Beg	Beg	Beg
b) Dependency	Int	Int	Sup	--	Dep	Dep	Dep	Ind	Dep	Dep
c) Methodology	AL	AL	GT	--	--	--	--	--	--	--
d) Number of Pages	427	488	382	--	294	--	51	382	--	--
e) Printing Quality	Ex	Fa	Ex	--	Gd	Gd	Fa	Ex	Gd	Ex
f) Linguistic Coverage	Fa	Gd	Fa	--	Y	Y	N	N	Y	Y

III. Indication of:	1	2	3	4	5	6	7	8	9	10
a) Tone Marking	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
b) Dialect Choice	Y	N	Y	--	Y	Y	Y	Y	Y	Y
c) Author Background	PA	PA	PA	--	Y	Y	Y	Y	Y	Y

IV. Chapter design:	1	2	3	4	5	6	7	8	9	10
a) Dialogs	5	10	0	--	--	--	--	--	--	--
b) Notes on Dialogs	0	0	0	--	--	--	--	--	--	--
c) Readings	5	10	0	--	--	--	--	--	--	--
d) Grammar Drills	35	50	40	--	--	--	--	--	--	--
e) Grammar Notes	10	25	40	--	--	--	--	--	--	--
f) Vocabulary	5	5	20	--	--	--	--	--	--	--
g) Tests	0	0	0	--	--	--	--	--	--	--
h) Illustrations	20	0	0	--	--	--	--	--	--	--
i) Communication Act.	0	0	0	--	--	--	--	--	--	--
j) Other	0	0	0	--	--	--	--	--	--	--

V. Representativeness of Cultural Situations	1	2	3	4	5	6	7	8	9	10
	N	N	N	--	Y	Y	Y	Y	Y	Y

VI. Overall Evaluation:

1. Drills and exercises good, but the book has no cultural orientation.
2. Course very well done in terms of structuring the entire course, lessons, drills, and so forth. However, it lacks a cultural background, grammatical explanations on morphology are inadequate, and syntactic explanations poorly handled.
3. This book reads like a list of phrases and grammatical structures given in French and then translated "directly" into Fulfulde. All attention is focused on somewhat complex morphological issues, and none on either syntax or conversation. Could be used as a supplement but not as an independent text for teaching beginners (Each of the above materials covers a different dialect and therefore cannot be compared.).
4. This is a work of great value both scientifically and pedagogically.
5. This is a work of great value both scientifically and pedagogically.

FULFULDE (FULANI/PEUL, FULA) (continued)

6. This is a work of moderate value both scientifically and pedagogically.
7. This is a work of great value both scientifically and pedagogically.
8. This is a work of great value both scientifically and pedagogically.
9. This is a work of great value both scientifically and pedagogically.

Part II. Descriptive Materials

I. Identification of Materials:

1. A: Manuel de Langue Peule, Bidaud and Prost,(L),
2. A: La Phrase Peule et ses Tranformations, Labatut Adamawa Northern.
3. A: Grammaire Moderne Du Pulaar, Sylla Fouta Tooro.
4. A: Nominal and Verbal Systems of Fula, Arnott (NNC).
5. B: The nominal and verbal systems of Fula, Arnott (Nigeria)
6. B: Description du fulfulde..., Boly (Burkina Faso).
7. B: Syntactic expansions in text, Fagerberg-Diallo (Senegal)
8. B: La Phrase Peule et Ses Transformations, Labatut (Cameroun)
9. B: Grammaire modern du pulaar, Sylla (Senegal).

II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	A/I	Adv	I/A	Tch	Adv	Adv	Adv	Adv	Adv
b) Adequacy as Descr.	Gd	Fa	Fa	Gd	Y	Y	--	--	--
c) Suitability for Ref.	Y	Y	F	Y	Y	--	Y	--	--
d) Number of Pages	230	500	230	425	432	239	404	509	233
e) Printing Quality	Gd	Fa	Gd	Gd	Ne	Ok	Ne	Ne	Ne
III. Adequacy of:	1	2	3	4	5	6	7	8	9
a) Phonology analysis	Y	N	Y	Y	N	N	N	N	N
b) Tone Analysis	NA	NA	NA	NA	NA	NA	NA	NA	NA
c) Morphology Analysis	Y	N	Y	Y	Y	Y	N	N	Y
d) Syntax Analysis	Y	Y	Y	Y	N	Y	Y	Y	Y
e) Explanations Clear	Us	Us	Us	Y	Y	Y	Y	Y	Y
IV. Indication of:	1	2	3	4	5	6	7	8	9
a) Dialect Choice	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Author Background	Y	Y	Y	Y	Y	Y	Y	Y	Y
c) Examples Given	Y	Y	Y	Y	Y	Y	Y	Y	Y
d) Examples Translated	Y	Y	Y	Y	Y	Y	Y	Y	Y

V. Notes and Comments

5. This is the best morphological study.
6. This is the best scientific description of the dialect of Listako.
7. This is a syntactic study of western (Senegal) dialects.
8. This is a syntactic study of eastern (Cameroun) dialects.
9. Provides some new perspectives on Pulaar.

Part III. Dictionaries

FULFULDE (FULANI/PEUL, FULA) (continued)

I. Identification of dictionaries:
1. A: A Fulani-English Dictionary, Taylor (Adamawa Northern)
2. A: Dictionnaire Peul-Russe-Francais, Zubko (Fouta Jallon)
3. A: Le Pulaar, Gaden (Fouta Tooro)
4. A: Dictionnaire Elementaire - Fulfulde-Francais-English, UNESCO (all dialects)
5. B: Dictionnaire Elementaire - Fulfulde-Francais-English, UNESCO (all dialects)
6. B: Dictionnaire Peul-Russe-Francais, Zubko (Fouta Jallon)
7. B: A Fulani-English Dictionary, Taylor (Adamawa Northern)
8. B: Le Pulaar, Gaden (Fouta Tooro)
9. B: Lexique fulfulde-francais, Bamako DNAFLA (Mali)

II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	G	G	G	G	--	--	--	--	--
b) Intended Use	--	--	--	--	--	--	--	--	--
c) Number of Entries	11K	25K	35K	5K	--	--	--	--	--
d) Parts of Speech	Y	Y	Y	N	Y	Y	Y	Y	Y
e) Printing quality	Gd	Gd	Gd	Gd	Gd	Gd	Gd	Gd	Gd
III. Use of:	1	2	3	4	5	6	7	8	9
a) Examples	Us	Oc	Us	N	N	Y	N	N	N
b) Translations	Y	Y	Y	Y	--	Y	--	--	--
IV. Indication of	1	2	3	4	5	6	7	8	9
a) Tone Marking	NA	NA	NA	NA	NA	NA	NA	NA	NA
b) Dialect Choice	Y	Y	Y	Y	--	--	--	--	--
c) Author background	N	N	Pa	Y	Y	Y	Y	Y	Y
V. Overall Evaluation:	1	2	3	4	5	6	7	8	9
a) Ranking	Gd	Ex	Gd	Fa	Pr	Fa	Fa	Pr	Pr

A: # 2 & 4 are recommended for student use.

VI. Notes and Comments:
1. One of the most complete dictionaries available, although limited to one major dialect. Entries are made under verbal forms. The orthography is nonstandard.
2. This is the most complete dictionary available, although it is limited to one dialect, which is comparatively isolated. Entries are made alphabetically. Because of the inclusion of Russian and French, the dictionary is difficult to read.
3. This is the best available dictionary for this dialect. The only problem (besides size) is the orthography, which is non-standard. Entries are all made under verbal root.
4. This dictionary is supposed to cover all dialects, but in fact none are covered with any degree of adequacy, especially the western dialects. Nevertheless, the dictionary has helped to standardize spellings according to the UNESCO alphabet and makes dialect comparisons possible. Entries are made alphabetically.
5. This work has the advantage of being multidialectal, but is very brief.
6. This is the the best to date, but it is out of print.
7. The work is good for Cameroun, but contains several transcriptional errors.

Part IV. Reading Materials

I. Identification of Materials:

1. A: The Islamic Gegime of Fuuta Tooro, Robinson and Kane.
2. A: Materials by The Association for the Renaissance of Pulaar, (Senegal)
3. A: Materials published by the Center for Linguistic and Historical Studies by Oral Tradition (Niamey)
4. A: Materials by the Center National de la Recherche Scientifique (Cameroun)
5. A: Materials by Classiques Africains (Paris)
6. A: Materials by Binndi e Jaunde, Paris.
7. B: Janngen Fulfulde II, Niamey CRDTO.
8. B: Textes d'etudes de fulfulde, Sow.
9. B: Textes d'etudes de peul, Sow.
10. B: Travaux pratiques de peul, Sow.

II. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	I/A	Int	I/A	Adv	Adv	I/A	Int	Int	Int	B
b) Organization	Sub	--	--	Sub	Sub	Sub	--	--	--	--
c) Annotations (Y/N)	Y	--	--	Y	Y	Y	Y	N	N	N
d) Number of Pages	180	NA	NA	NA	NA	NA	--	--	--	--
e) Printing Quality	G	G	G	G	G	G	G	G	G	G

III. Indication of:	1	2	3	4	5	6	7	8	9	10
a) Tone Marking	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
b) Dialect Choice	--	--	--	--	--	--	--	--	--	--
c) Author Background	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

IV. Notes and comments

1. Very good materials, well translated and annotated. Useful to intermediate and advanced students as well as researchers in history and linguistics.
2. Interesting texts designed for new literates in Pulaar.
3. Quality not as high as for the others.
4. Excellent collection of historical oral traditions. Not for beginners.
5. All are classic materials in the highly stylized language of the griots. Not for beginners.
6. These materials are excellent and very interesting to read, but there are no translations or explanations provided; everything is in Fulfulde.

V. Overall Evaluation

B: This is a collection of diverse Fulfulde text, but there exists no organized collection of texts based on subject matter or annotated for use by beginners.

9. BIBLIOGRAPHY

A. Learning Materials

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FULFULDE (FULANI/PEUL, FULA) (continued)

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B. Descriptions

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1982 Manuel de Langue Peule. Paris: Publications Orientalistes de France. Pp. 230.
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D. Readers

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GANDA (oluGanda, Luganda) B-8

1 CLASSIFICATION AND WHERE SPOKEN

Ganda (oluGanda, Luganda) belongs to the Nyoro-Ganda family of Bantu (Guthrie E15) and is spoken north of the northwestern shore of Lake Victoria in Buganda Province, Uganda.

2 NUMBER OF SPEAKERS

Estimates range from 838,000 by Voegelin and Voegelin (1977) to 1.5 to 2 million speakers (Heine, 1970).

3 USAGE

Ganda is a regional language in Uganda, the official vernacular language of education in many school districts, and a lingua franca. Broadcasts are heard in Uganda. The Roman Catholic Church of Uganda publishes Musizi in Luganda.

4 DIALECT SURVEY

No dialect survey is known to us at this time.

5 ORTHOGRAPHY STATUS

A standardized orthography for Ganda was devised in 1947. The present status of this orthography is unknown.

6 SETS OF LEARNING MATERIALS REQUIRED

It appears that one set of learning materials is used in Ganda.

7 RESOURCES

A. Institutional Resources
    California State University at Long Beach
    *Cambridge University
    *Michigan State University
    *University of Illinois at Urbana-Champaign

B. Individual Resources

Toni Borowsky
John Goldsmith
John Indakwa
Karl-Heinz Jansen

John Kalema
Francis Katamba
Peter Ladefoged
Salomon Mpalanyi

8. EVALUATIONS

Reviewer: K. H. Jansen

A. Learning Materials

I. Identification of Materials:
1. *A Luganda Grammar*, Ashton, Mulira, Ndawula and Tucker, 1954
2. *Luganda Basic Course*, FSI, Kamoga and Gore, 1968
3. *Essentials of Luganda*, Chesswas, 1969
4. *Elementary Luganda*, Kirwan and Gore, 1951

II. General Description:	1	2	3	4
a) Level	BIA	I	BI	I
b) Dependency	D	D	D	D
c) Methodology	GR	DIR	GR	GR
d) Number of Pages	515	350	203	150
e) Printing Quality	E	G	G	G
f) Linguistic Coverage	G	G	F	F

III. Indication of:	1	2	3	4
a) Tone Marking	N	Y	N	N
b) Dialect Choice	N	N	N	N
c) Author Background	N	Y	Y	N

IV. Chapter design:	1	2	3	4
a) Dialogs	--	15	10	--
b) Notes on Dialogs	--	8	--	--
c) Readings	--	10	20	--
d) Grammar Drills	--	15	30	--
e) Grammar Notes	--	15	40	--
f) Vocabulary	--	8	0	--
g) Tests	--	9	0	--
h) Illustrations	--	9	0	--
i) Communication Act.	--	11	0	--
j) Other	--	0	0	--

V. Representativeness of	1	2	3	4
Cultural Situations	Y	Y	Y	N

B. Descriptive Materials Questionnaire

I. Identification of Materials:
1. *Essentials of Luganda,* Chesswas, 1969
2. *A Luganda Grammar*, Ashton et al., 1954

II. General Description:	1	2
a) Level	BI	BIA
b) Adequacy as Descr.	F	F
c) Suitability for Ref.	F	F
d) Number of Pages	203	515
e) Printing Quality	G	G

III. Adequacy of:	1	2
a) Phonology Analysis	N	N
b) Tone Analysis	N	N
c) Morphology Analysis	Y	Y
d) Syntax Analysis	N	Y
e) Explanations Clear	Y	Y

GANDA (continued)

IV. Indication of:	1	2
a) Dialect Choice	N	N
b) Author Background	Y	N
c) Examples Given	Y	Y
d) Examples Translated	Y	Y

C. Dictionaries

I. Identification of Dictionaries:

1. luganda-English Dictionary, Snoxall, 1967
2. Luganda-English, English-Luganda Dictionary, Kitching, 1952

II. General Description:	1	2
a) Level	BIA	BIA
b) Intended Use		
c) Number of Entries	8K	8K
d) Parts of Speech	Y	Y
e) Printing Quality	G	G
III. Use of:	**1**	**2**
a) Examples	Us	N
b) Translations	Us	N
IV. Indication of	**1**	**2**
a) Tone Marking	Y	Y
b) Dialect Choice	NC	NC
c) Author Background	Y	Y

D. Reading Materials

I. Identification of Materials:

1. Kato ne Nnakku (1&2), Nsimbi, 1960
2. Musisi ne Nalule, Mukasa et al., 1968
3. Ijangu Usome, Laight, 1938 1971
4. Njize Okusoma, Nsimbi, 1969

II. General Description:	1	2	3	4
a) Level	BIA	BIA	BIA	BIA
b) Organization				
c) Annotations (Y/N)	N	N	N	N
d) Number of Pages				
e) Printing Quality	E	G	G	G
III. Indication of:	**1**	**2**	**3**	**4**
a) Tone Marking	N	N	N	N
b) Dialect Choice	N	N	N	N
c) Author Background	Pa	Y	N	Pa

IV. Notes and Comments:

1. Primer for Baganda children but usable as reader with Baganda instructors.
2. As in 1. above.
3. Primary school textbook for Baganda but usable as reader with Baganda instructors.
4. As in 3. above.

GANDA (Continued)

9. BIBLIOGRAPHY

A. Learning Materials

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Kamoga, Frederick K., and Earl W. Stevick.
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Pilkington, George Lawrence.
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Stevick, Earl W., and Frederick K. Kamoga.
1970 Luganda: Pretraining Program: Washington, D.C.: Foreign Service Institute. Pp 246, with tapes.

B. Descriptions

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1965 An Explanation of the Standard Orthography of Luganda, (Ebinnyonnyola empandiika y-Oluganda entongole). Nairobi: Oxford University Press. Pp. 28.
Ssekamwa, J.C.
1963 Ebisoko, Kyawandiikibwa. Kampala: East African Literature Bureau.
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C. Dictionaries

Kitching, Arthur L., and G.R. Blackridge.
1952 A Luganda-English and English-Luganda Dictionary. London: Society for Promoting Christian Knowledge. Pp. 234.
Murphy, John D., and others
1973 Luganda-English Dictinoary. Washington D.C.: Catholic University of America Press in association with Consortium Press. Pp. 751.
1976 Luganda-English Dictionary. Washington, D.C.: Catholic University Press. Pp. 651.

GANDA (Continued)

Snoxall, R.A., ed.
1967 Luganda-English Dictionary, with an Introduction on the Tonal System by A.N. Tucker. Oxford: Clarendon Press. Pp. 357.

Others

Laight.
1938 Tjangu Osome. Uganda: Longman.
Mukasa, and others.
1968 Musisi ne Nalule. Uganda: Longman.
Nsimbi.
1960 Kato ne Nnakku. Uganda: Longman.
1965 Njize Ousoma. Uganda: Longman.

GBAYA B-9

1 CLASSIFICATION AND WHERE SPOKEN

Gbaya encompasses those languages belonging to the Gbaya-Mandja-Ngbaka group of Adamawa Eastern (Adamawa-Oubangian), spoken in the Central African Republic, eastern Cameroun, and northeastern Zaire.

2 NUMBER OF SPEAKERS

Figures range from a high of one million speakers to 300,000, as shown below:

C.A.R.	Cameroun	Zaire	Total	Source
500,000	?	200,000	1,000,000	Noss, p.c., 1986
			510,000	Bouquiau, 1978
			300,000	Voegelin and Voegelin, 1971
			300,000	Grimes, 1978

3 USAGE

Gbaya is an important regional language; Grimes (1978) notes that 27 percent of the Central African Republic's population speak Gbaya. Gbaya is also an official media (radio) language of eastern Cameroun (Noss, p.c., 1986).

4 DIALECT SURVEY

Noss (p.c., 1986) states there is considerable dialect variation in Gbaya, with some of the dialects being mutually unintelligible in Cameroun alone. Yaayuwee and Bangando, for example, only share 74 percent of their basic vocabulary. Monino is presently preparing a reconstruction of *Proto-Gbaya, which includes dialect delineation. Tucker and Bryan (1956) consider Gbaya along with Manja and Mbaka (Ngbaka), sometimes termed "languages," to be dialects of the same language. Noss and Fr. M. Campagna are preparing a lexicon in four Camerounian dialects (Yaayuwee, Lai, Dooka, and Mbodomo) of Gbaya using 2,000 basic words with French equivalents.

5 ORTHOGRAPHY STATUS

Noss (p.c., 1986) reports that "an orthography has been established for a number of dialects, including Yaayuwee, Bangando, Ngbaka, and others."

6 SETS OF LEARNING MATERIALS REQUIRED

Given the considerable dialect variation, the likelihood that Gbaya is actually a cluster of languages, and the lack of an encompassing dialect survey, it is unclear at this time how many sets of materials would be sufficient. Noss reports that most of the pedagogical materials available are based on Yaayuwee.

GBAYA (continued)

7 RESOURCES

A. Institutional Resources
Centre de Traduction Gbaya
*Langues et Civilisations a Tradition Oral (CNRS)
University at Calibar

B. Individual Resources

L. Bouquiaux	Philip Noss
Raymond Doko	Paulette Roulon
Yves Monino	William Samarin

8. EVALUATIONS

A. Learning Materials
Reviewer: Phillip Noss

I. Identification of Materials:
1. Introduction to Gbaya, Noss, 1969
2. The Gbaya Predicate, Noss, 1969
3. The Gbaya Language, Samarin, 1966
4. Grammaire Gbaya, Noss, 1981
5. Le Gbaya ,booro de Bossangoa, de Montgolfier, 1974

II. General Description:	1	2	3	4
a) Level	BIA	BIA	BIA	B
b) Dependency	I	D	I	I
c) Methodology	AL	--	--	--
d) Number of Pages	260	--	--	--
e) Printing Quality	G	G	G	G
f) Linguistic Coverage	G	E	F	G
III. Indication of:	1	2	3	4
a) Tone Marking	Y	--	--	--
b) Dialect Choice	Y	--	--	--
c) Author background	Y	--	--	--
IV. Chapter design:	1	--	--	--
a) Dialogs				
b) Notes on Dialogs	20	--	--	--
c) Readings	10	--	--	--
d) Grammar Drills	15	--	--	--
e) Grammar Notes	10	--	--	--
f) Vocabulary	15	--	--	--
g) Tests	5	--	--	--
h) Illustrations				
i) Communication Act.	15	--	--	--
j) Cultural notes/exerc.	5	--	--	--
k) Review	5	--	--	--
V. Representativeness of	1	--	--	--
Cultural Situations	Y	--	--	--

VI. Overall Evaluation:

Items 1. and 4./ 3. and 5. may be used together as beginning, intermediate, and advanced materials if supplemented with the necessary readings and dictionaries (see following sections).

B. Descriptive Materials
Reviewer: Phillip Noss

I. Identification of Materials:

1. The Gbeya Language, Samarin, 1966
2. Phonologie du Gbaya-Kara, Monino, 1972
3. Le Verbe en Gbaya, Ruolon, 1973
4. Grammaire Gbaya, Noss, 1981
5. Le Gbaya ,booro de Bossangoa, Vol.1, de Montgolfier, 1974.

II. General Description:	1	2	3	4	5
a) Level	BIA	BIA	BIA	BIA	BIA
b) Adequacy as Descr.	G	G	G	G	F
c) Suitability for Ref.	G	F	F	G	P
d) Number of Pages	246	126	187	150	278
e) Printing Quality	G	G	G	G	F

III. Adequacy of:	1	2	3	4	5
a) Phonology Analysis	Y	Y	NA	Y	Y
b) Tone Analysis	Y	Y	Y	Y	N
c) Morphology Analysis	Y	NA	Y	Y	N
d) Syntax Analysis	Pa	NA	N	N	N
e) Explanations Clear	Y	Us	Us	Y	Us

IV. Indication of:	1	2	3	4	5
a) Dialect Choice	Y	Y	Y	Y	Y
b) Author Background	Y	Y	Y	Y	Y
c) Examples Given	Y	Y	Y	Y	Oc
d) Examples Translated	Y	Y	Y	Y	Us

V. Overall Evaluation:

The student must make use of the materials available in the dialect he is learning. Where there is nothing else available whatever he can obtain will obviously be of use to him. While any of the above may be used for reference, none is designed strictly for pedagogical use.

1. Can also be used by interested professionals.
2. This is a technical work not designed for language learning. It would be of little use to the beginner.
3. Useful technical description of Gbaya verb; cannot be used alone to comprise a language course.
4. This book is intended as a general introductory reference grammar to be used together with Introdution to Gbaya (Noss) and Dictionnaire Gbaya-Francais (Blanchard-Noss) by the language learner.
5. Although this volume is not ideal for language learning purposes, it might be used in complementary manner to Samarin's grammar.

GBAYA (continued)

C. Dictionaries

I. Identification of Dictionaries:

1. Dictionnaire Ngbaka-Francais-Neerlandais, Maes, 1959
2. Dictionnaire Gbaya-Francais, Blanchard & Noss, 1982
3. Le Gbaya ,booro de Bossangoa, Vol. III, de Montgolfier, 1975
4. Vocabulaire Francais-Gbaya, Gbaya-Francais, Hilberth, 1852

II. General Description:	1	2	3	4
a) Level	BIA	BIA	BIA	BIA
b) Intended Use	G	G	G	G
c) Number of Entries	2K	8.5K	5.3K	
d) Parts of Speech	Y	Y	Y	
e) Printing Quality	G	G	G	

III. Use of:	1	2	3
a) Examples	Us	Us	Oc
b) Translations	Y	Y	Y

IV. Indication of	1	2	3
a) Tone Marking	Y	Y	Y
b) Dialect Choice	Y	Y	Y
c) Author Background	Pa	Pa	Pa

V. Overall Evaluation:

1. This is a good dictionary. It includes preliminary grammatical notes and numerous examples of vocabulary usage with translation/glosses, in both French and Dutch. However, it is a one-way dictionary and would need to be used together with Vocabulaire Francais-Ngbaka, by Maes, 1968.
2. This is an excellent dictionary. It includes general vocabulary, specialized vocabulary (flora and fauna), and literary usages and slang; it provides extensive examples of use, both grammatical and cultural; it also gives information on borrowings, synonyms and antonyms, and some dialectal usages. A French-Gbaya lexicon is being prepared to complement the dictionary. It will include a base of 2000 French words and will give equivalents in four Gbaya dialects (Yaayuwee, Lai, Dooka, and Mbodomo).
3. The dictionary is not as rigorous as the others due to the compiler's relative inexperience in linguistics and dictionary making. However, it has a lot of information which might be useful to the serious student.

C. Reading Materials

I. Identification of Materials:

1. Wanto... et l'origine des choses, Roulon, 1977
2. Le Gbaya ,booro de Bassongoa, Vol.II, de Montgolfier, 1974

I. General Description:	1	2
a) Level	IA	I
b) Organization	--	--
c) Annotations (Y/N)	Pa	Pa
d) Number of Pages	143	296
e) Printing Quality	G	G

GBAYA (continued)

III. Indication of:	1	2
a) Tone Marking	Y	Y
b) Dialect Choice	Y	Y
c) Author Background	Pa	Pa

IV. Notes and Comments:

1. This is a collection of 13 folk-tales in Gbaya transcription and French translation.
2. A collection of various documents including wordlists, tales, proverbs, religious (Christian) texts, French translations of texts in Samarin's grammar, and surveys and photographs.

General Note: Numerous items useful for language learning are available locally in the areas of Cameroun, Central African Republic, and Zaire where dialects of Gbaya are spoken. These have been prepared by missions and churches and are both religious and nonreligious in nature.

9. BIBLIOGRAPHY

A. Learning Materials

Noss, Philip A.
1969 *The Gbaya Predicate*. Madison: University of Wisconsin. Pp. 228.
1973 *Introduction to Gbaya*. Meiganga: Centre de Traduction Gbaya. Pp. 260. Tapes also.
1981 *Grammaire gbaya*. Meiganga: Centre de Traduction Gbaya. Pp. 150.

B. *Descriptions*

de Montgolfier, Fr.
1974 *Le Gbaya Booro*. Vol. I. Essai de description phonologique et grammaticale. Lyon France: Mission Catholique Bossangoa. Pp. 278.

Englund, Pearl K.
1963 *Ngbaka: Phonology and verb morphology*. Ann Arbor: University Microfilms.

Monino, Yves, and Paulette Roulon.
1972 *Phonologie du Gbaya Kara 'Bodoe de Ndongue Bongowen (Region de Bouar, Republique Centrafricaine)*. Paris: SELAF and CNRS. Pp. 126.

Roulon, Paulette.
1975 *Le verbe en gbaya: etude syntaxique et semantique du syntagme verbal en gbaya kara 'bodoe (Republique Centrafricaine)*. Paris: SELAF. Pp. 187.

Samarin, William J.
1966 *The Gbeya Langauge: Grammar, Texts and Vocabularies*. Berkeley: University of California Press. Pp. 246.

Thomas, Jacqueline M.C.
1963 *Le parler ngbaka de Bokanga: Phonologie, Morphologie, Syntaxe*. Hague, Netherlands: Mouton & Co. Pp. 307.

C. Dictionaries

de Montolgier, Fr.
    1975 Le Gbaya Booro de Bossangoa. Vol. III. Lyon, France: Mission Catholique Bossangoa. Pp. 354.
Maes, Vedaste.
    1959 Dictionnaire ngbaka-francais-neerlandais; precede d'un, apercu grammatical. Tervuren, Belgium: Musee Royal du Congo Belge. Pp. 199.
    1968 Vocabulaire francais-ngbaka. Tervuren, Belgium: Musee Royal de l'Afrique Centrale. Pp. 90.
Blanchard, Yves, and Philip A. Noss.
    1982 Dictionnaire gbaya-francais. Meiganga, Cameroun: Centre de Traduction Gbaya. Pp. 556.

D. Readers

Roulon
    1977 Wanto ... et l'origine des choses. Paris: Conseil International de la Langue Francaise & CNRS. Pp. 143.
de Montolfier, Fr.
    1974 Le Gbaya 'Booro. Vol II. Textes et documents. Lyon France: Mission Catholique Bossangoa RCA.

1 CLASSIFICATION AND WHERE SPOKEN

This dialect cluster belongs to the "Left Bank" or "Togo" Group of Kwa and is spoken in a coastal band extending about 200 kilometers inland, reaching from the Volta River in southeastern Ghana, through Togo and Benin, and into western Nigeria. While no common name is accepted by all, the term "Gbe" was proposed at the 1980 meeting at the West African Languages Conference in Cotounou (Duthie, personal communication, 1985). Gbe dialects fall into five groups: Ewe, (Ghana, Togo, Benin), Mina, (Togo), Aja (Togo, Benin), Xwala-Xweda (Benin), and Fon-Gun (Benin, Nigeria).

2 NUMBER OF SPEAKERS

Duthie (personal communication, 1980) reports that "first language speakers must number about 3 million." Voegelin and Voegelin (1977) estimate more than one million speakers, including about 836,000 Fon speakers. Herault (1981) lists 1,600,000 Ewe (including Mina) and 800,000 Fon speakers.

3 USAGE

Ewe is a national language in Ghana and a regional language in Ghana and Togo. Mina is a lingua franca with about one million speakers in Togo and Benin. Fon is a regional language in Benin.

Standard Ewe is spoken on radio and television in Ghana and Togo and Fon in Benin. Standard Ewe appears (1/2 page) in Togo's primarily French language La Nouvelle Marche. Ghana Information Service publishes Motobiala, an Ewe monthly. The University of Ghana also publishes a rural community newspaper for adult literacy, Kpodoga.

4 DIALECT SURVEY

For dialect survey works, see Duthie, Bibliography of Gbe (1981).

5 ORTHOGRAPHY STATUS

Ewe has had a standardized orthography in Ghana and Togo for more than a century and has a considerable body of clerical and educational literature. While not much literature exists for Mina, Fon, and Gun, they also have an established orthography. Aja and Waci (Ewe) have more recently established orthographies (Duthie, personal communication, 1985).

6. SETS OF LEARNING MATERIALS REQUIRED

From the available information it appears that three separate sets of materials be prepared: (1) Mina, the lingua franca of Togo and Benin, (2) Ewe, for southeastern Ghana, southern Togo and southwestern Benin, and (3) Fon.

7 RESOURCES

A. Institutional Resources

Acera High School
Akropong Teachers Training College
Amedzofe Teachers Training College (Ghana)
Bimbilla Training College
*California Institute of the Arts
*Cambridge University
*Comite de Langue du Conseil Sup.
*Comite de Langue Ewe
*Euegbe Akedemie (Ewe)
Indiana University
Jasikan Government Training College
*Mawuli School
Ministry of Education (Togo)
National University of Benin
Peace Corps, Lome Togo
Peki Government Training College
Program d' Alphabetization et de l' Education Adulte, Lome
*Rijksuniversiteit te Leiden
School of Ghana Languages
St. Francis Training College
University of Benin
*University of Bern (Dozentur)
*University of California-Berkley
University of Cape Coast
*University of Cologne (Institut fur Afrikanistik)
University of Ghana
*University of Illinois at Urbana-Champaign
*University of London (SOAS)
University of Marburg
*Yale University
*Westermann Institute for Ewe Research
Winneba Secondary School
Womens Training College

GBE (Ewe/Mina/Fon) (Continued)

B. Individual Resources

- E.Y. Adkio-Mensa, Ewe
- Poovey Abaglo, Mina
- K. Afeli, Ewe
- Gedeon Aflissah, Ewe
- Kosi Anani, Ewe
- S.K. Anika, Ewe
- B.K. Akpeleasi, Ewe
- Atakpah, Ewe
- Gilbert Ansre, Ewe
- Kodzo Ayeke, Ewe
- Nick Clements, Ewe
- Stanley Cushingham, Ewe
- H.C. Capo, E-M-A-F
- Alan Duthie, Ewe
- Mrs. Edinabedou-Jondoh, Ewe
- E.Y. Egblewogbe, Ewe
- G. Guedon, Fon
- Bernd Heine
- G. Kwaovi Johnson, Mina
- Felix Seth Kony, Ewe
- S.K. Bele Komla, Ewe
- J.A.S.Y. Kovey, Ewe
- Paul Koti, Ewe
- S.W. Kumah, Ewe
- Paul R. Kozelka, Ewe
- F. Kofi Kyaku, Ewe
- G. Anke Nutsukpo, Ewe
- Gake-Selete Nyomi, Ewe
- Roberto Pazzi, E-M-A-F
- Linda Schwartz, Ewe
- Michael S. Wilson, Ewe
- Rudy Vlaardingerbroe, Ewe
- Amegah Kwaku Wolanyo, Ewe

8. EVALUATIONS
Reviewer: Alan S. Duthie

A. Learning Materials:
I. Identificion of materials:

1. Language Guide, Bureau of Ghana Languages (Ewe).
2. Conversational Ewe, Ansere (Ewe).
3. Ewe Basic Course, Waburton et al (Ewe).
4. Die Ewe-Sprache in Togo, Westerman (Ewe)
5. Method Pratique de la Langue Ewe, (Ewe).
6. Togo ... words and phrases, Klinge (Ewe).
7. Communication and Culture Handbook, Kozellia (Ewe).
8. Cours d'Initiation aux Langues Eve, Aja, Gen, Pazzi (Ewe, Ajo, Mina)
9. Mina basic course, Johnson (Mina).
10. Manuel Progressif de Conversation en Langue Guen, Tohouegnon (Mina).
11. Methode de Conversation en Adja, Haguindeguy (Aja).
12. Grammaire Elementaire et Exercises Pratiquers, Segurola (Fon).
13. Initiation a la Tonalite ..., Guillet (Fon).
14. Manuel Progressif de Conversation en ... Fon I - III, Dujanier (Fon).
15. Manuel Progressif de Conversation en Langue Goun, Saulnier (Gun).

GBE (Ewe/Mina/Fon) (continued)

II. General Evaluation:	1	2	3	4	5	6	7	8
1. Level	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Beg
2. Dependency	Sub	Dep	Ind	Ind	Ind	Sub	?	Ind
3. General Ranking	Pr	Gd	Ex	Fa?	Fa	Fa	?	Ex

	9	10	11	12	13	14	15
1. Level	Beg	Beg	Beg	Beg	Beg	Beg	?
2. Dependency	Ind	D?	D?	D?	I	D?	D?
3. General Ranking	?	?	?	?	?	?	?

III Notes and Comments:

1. Tones not marked

IV. Overall Evaluation:

Gen: Either #8 or possibly #9 is recommended at the beginning level. None for more advanced levels.
Ewe: Either #8 or #3 is recommended for a beginning course, while no materials are recommended at the intermediate level.
Aja: Only #8 is recommended at the beginning level.
Fon: Possibly #13 at the beginning level.
Gun: Possibly #15 at the beginning level.

B. Descriptive Materials:

I. Identification of materials:

1. Elements de Grammaire Fongbe, Gillet (Fon).
2. Elements de Grammaire Adja, Haguindequi (Aja).
3. Essai de grammaire des Langues Ewe, Aja, Gen, Pazzi (Ewe, Aja, Mina).
4. Systematique Phonol. et Gram. d'un Parler Ewe, Gen-mina, Bole-Richard (Mina).
5. Ewe (for Togo):Grammar Handbook, Kozellia (Ewe).
6. Study of Ewe Language, Westerman (Ewe).
7. Grammaire Ewee (Ewe), Riebstein/Fiaga (Ewe).
8. Aids to the Study of the Ewe Language, Bazim (Ewe).
9. Grammaire Ewe, Adzomada (Ewe).
10. Tonal Structure of Ewe, Ansere (Ewe).

III. Printing	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--
b) Number of Pages	--	--	--	--	--	--	--	--	--	--
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--	--	--	--
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	--	--	--	--	--	--	--	--	--	--
b) Reference or Tech.	--	--	--	--	--	--	--	--	--	--
c) Overall ranking	5	7	1	3	2	4	--	--	--	6
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Quality										

GBE (Ewe/Mina/Fon)

VII. Presentation:	1	2	3	4	5	6	7	8	9	10
a) Thoroughness	--	--	--	--	--	--	--	--	--	--
b) Adequate for Ref.	G?	?	E	E	E?	G	F/P	G	P	E
c) Adequate as Tech.	--	--	--	--	--	--	--	--	--	--
d) Examples given	--	--	--	--	--	--	--	--	--	--
e) And translated	--	--	--	--	--	--	--	--	--	--
f) Explanations clear	--	--	--	--	--	--	--	--	--	--

VIII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Phonology	--	--	--	--	--	--	--	--	--	--
b) Tone	--	--	--	--	--	--	--	--	--	--
c) Morphology	--	--	--	--	--	--	--	--	--	--
d) Syntax	--	--	--	--	--	--	--	--	--	--

IX. Notes and Comments:

Reviewer did not distinguish between reference and technical or research grammars.

XI. Overall Evaluation:

See overall ranking.

C. Dictionaries

I. Identification of dictionaries:

1. Premire Elements pour un Dictionnaire Adja-Francais I-II, Jagiomdegiu.
2. Dictionnaire de la langue Gen, Pazzi (Mina).
3. L'homme et son Univers, Pazzi (Ewe, Aja, Mina Fon).
4. Worterbuch der Ewe Sprache (Ewe-Deutsch), Westerman (Ewe (Mina), (Fon)).
5. Eve fiala and Gbesela Yeye, Westerman (Ewe).
6. Dictionnaire Eve-Francais et Francais-Eve, Adzomada.
7. Dictionary of Ewe Homonyms, Adzomada (Ewe).
8. Dictionnaire Francais - Fon, Rassinoux (Fon).
9. Fictionnaire Fon-Francais, Seqwola (Fon).
10. Le Petit Dahomeen, Alapini (Fon).

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--
b) Number of Pages	--	--	--	--	--	--	--	--	--	--

III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--

IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--	--	--	--
c) Pronuncations Given	--	--	--	--	--	--	--	--	--	--
d) Pron. Accurate	--	--	--	--	--	--	--	--	--	--

V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	--	--	--	--	--	--	--	--	--	--
b) Intended for learn.	--	--	--	--	--	--	--	--	--	--
c) Use as stud. dict.	F?	Ex	Ex	Gd	Gd	F	P*	G?	G?	P*
d) Overall ranking	6	1	3	8	1	7	--	4	4	--

GBE (Ewe/Mina/Fon) (continued)

VI. Entries:	1	2	3	4	5	6	7	8	9	10
a) Number of entries	--	--	--	--	--	--	--	--	--	--
b) Parts of speech	--	--	--	--	--	--	--	--	--	--
c) Examples given	--	--	--	--	--	--	--	--	--	--
d) And translated	--	--	--	--	--	--	--	--	--	--
e) Explanations clear	--	--	--	--	--	--	--	--	--	--

VII. Notes and Comments:
6. Gives homonyms only.
10. Uses idiosyncratic vocabulary.

VIII. Overall Evaluation:
See rankings.

D. Other Materials:

I. Identification of materials:
1. L'Ewe Standard, Azamada (Ewe).
2. Bibliography of Gbe, Duthie.
3. Sociologie des Societes Orales, Agblemagnon (Ewe)
4. African Proverbs, Dzobo (Ewe).
5. Ewes of West Africa, Mamattah (Ewe).
6. Ewe: Special Skills Handbook (Kozella).
7. Thinese and Fiaa Ye Dziehe, Fiawoo (Ewe).

II. Printing:	1	2	3	4	5	6	7
a) Quality	--	--	--	--	--	--	--
b) Number of Pages	--	--	--	--	--	--	--

III. Dialect:	1	2	3	4	5	6	7
a) Indicated	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--

IV. Orthography:	1	2	3	4	5	6	7
a) Uses standard	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--

V. General Description:	1	2	3	4	5	6	7
a) Level	--	--	--	--	--	--	--
b) Intended as reader	--	--	--	--	--	--	--
c) Use as reader	--	--	--	--	--	--	--
d) Quality	F-	Ex	Ex	Gd	Gd	E?	Gd
e) Overall ranking	5	4	2	6	3	?	7

VI. Organization:	1	2	3	4	5	6	7
a) Basis	--	--	--	--	--	--	--
b) Quality	--	--	--	--	--	--	--

VII. Annotations:	1	2	3	4	5	6	
a) Given	--	--	--	--	--	--	--
b) Helpful	--	--	--	--	--	--	--
c) Readings translated	--	--	--	--	--	--	--

VIII. Overall Evaluation:
See rankings.

9. BIBLIOGRAPHY

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n.d. Mina, Basic Course. Bloomington: Indiana University.
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1966 Manuel Progressif de Conversation en Langue Goun. Porto-Novo: Centre Catechetique.
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Tohouegnon, X.
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Warburton, Kpotufe, and Glover.
Ewe Basic Course. Bloomington: Indiana University.

B. Descriptions

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1973 Tuinese; Fia yi Dziehe: Two Plays in Ewe and English. Selbstverlag: Marburg an der Lahn.
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1981 *Bibliography of Gbe*.Basel: Basler Afrika Bibliographien. Pp. 229.
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1963 *Ebisoko, Kyawandiikibwa*. Bureau, Kampala: East African Literature.
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GOGO C-3

1 CLASSIFICATION AND WHERE SPOKEN

Gogo is a Bantu language (Guthrie G11) spoken in central Tanzania around Dodoma.

2 NUMBER OF SPEAKERS

Alexandre (1981) notes 350,000 speakers of Gogo. Voegelin and Voegelin list 330,000 speakers, including the dialect of Kagulu, which Nurse (p.c., 1985) states is not a dialect of Gogo.

3 USAGE

Gogo is a local language.

4 DIALECT SURVEY

No complete dialect survey is known to us. Nurse writes that "Gogo is felt to have three dialects: ci-nyambwa, spoken west of Dodoma; ci-nyaugogo, spoken around Dodoma; ci-tumba, spoken east of Dodoma." No other dialect information regarding Gogo has been found.

5 ORTHOGRAPHY STATUS

Gogo has a Romanized orthography, although its status is unknown as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials appears sufficient.

7 RESOURCES

A. Institutional Resources
*No listings available as of this writing.

B. Individual Resources

Matteru
Y.P. Msanjila
Leonard C. Mwenesi
Derek Nurse
Mary Odden

8. EVALUATIONS

The materials available for the study of Gogo were judged to be insufficient for a meaningful evaluation.

GOGO (continued)

9. BIBLIOGRAPHY

A. Learning Materials

We have identified no learning materials available for the study of Gogo.

B. Descriptions

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n.d. *CiGogo Grammar*.
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1957 *Linguistic Survey of the Northern Bantu Borderland*. Vol 4:40-43. (Contains a sketch of the noun class system and a few remarks on phonetics and verb system.
Nurse, Derek
1979 *African Langues/Langues Africaines* 5.1: 70-76 and 102-104.

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Nurse, Derek
n.d. *Gogo 1000 Item Wordlist*. Manuscript.

D. Other

Egero, B., and R. Henin, eds.
1973 *The Population of Tanzania*. Dar es Salaam: BRALUP.

GURAGE C-4

1 CLASSIFICATION AND WHERE SPOKEN

The term encompasses a cluster of languages belonging to the south Ethopic group of Semitic. There are at least three distinct Gurage languages, possibly as many as twelve (Leslau, 1980). Bender (personal communication, 1983) notes that some are "as different from one another as Tigrinya and Amharic."

2 NUMBER OF SPEAKERS

WTPR (1982) notes 542,000 Chaha speakers; 135,000 Sil'ti (see below).

3 USAGE

The languages of the Gurage group are local in Ethiopia.

4 DIALECT SURVEY

No dialect survey of the Gurage continuum exists at present (see Bender above). Gurage has traditionally been divided into Central West Gurage (Chaha et al.); East Gurage (Sil'ti et al.), North Gurage, and others (Misqan, Peripheral West Gurage).

5 ORTHOGRAPHY STATUS

No standardized orthography exists for any of the Gurage languages.

6 SETS OF LEARNING MATERIALS REQUIRED

It is unclear at this time how many sets of learning materials would be required.

7 RESOURCES

A. Institutional Resources
- *Rijksuniversiteit te Leiden
- *Society of International Missionaries
- Summer Institute of Linguistics

B. Individual Resources

M. Lionel Bender
John Cumbers
A.Y. Drewes
Miss Carolyn Ford
E.A. Gutt
E. Gutz
Robert Hetzron
Wolf Leslau
John Bender Samuel

8. EVALUATIONS

The materials available were judged to be insufficient for a meaningful evaluation.

9. BIBLIOGRAPHY

A. Learning Materials

There are no known materials available for the study of Gurage.

B. Descriptions

Hetzron, Robert.
1977 The Gunnan-Gurage Languages. Naples, Italy: Istituto Universitario Orientale. Pp. 264.

C. Dictionaries

Leslau, Wolf.
1980 Etymological Dictionary of Gurage (Ethiopic). 3 vols. Wiesbaden, West Germany. Otto Harrassowitz.

HAUSA A-6

1 CLASSIFICATION AND WHERE SPOKEN

Hausa, which belongs to the Hausa-Gwandara subgroup of the Chadic branch of Afro-Asiatic, is spoken in a very large portion of West Africa. Hausa is a first language in the northern Nigerian states of Sokoto, Kaduna, Kano, and Bauchi. It is a universal lingua franca in the remainder of the northern states of Nigeria as well as in Niger. It is a second language for many people in Benin, Chad, Cameroun, and Togo, and it is also spoken in enclaves in Ghana, Ivory Coast, Libya, southern Nigeria, Sudan (Blue Nile Province), and Senegal.

2 NUMBER OF SPEAKERS

Twenty million first-language speakers are estimated (WTPR 1982). Total speakers (L1 and L2) are estimated at 25 to 40 million (Gouffe 1981; Ingawa, personal communication, 1983). Hausa is spoken as a first language by Hausa, many Fula and Tuareg, and increasingly by most neighboring Hausa (Schuh, p.c., 1985).

3 USAGE

Schuh (p.c., 1985) reports that "Hausa is an official language in Nigeria. It is a main trade language in northern Nigeria and Niger and in common use throughout Nigeria. It is a subject in Nigerian secondary schools and universities and is the language of instruction for the elementary grades in Hausa-speaking areas. More than half of the broadcasting on northern Nigerian radio and television stations is in Hausa and Nigeria boasts several Hausa language newspapers as well as an ever increasing number of publications of all types in Hausa. In addition to Nigerian, Nigerien and Camerounian radio stations, all international broadcasters with transmissions to West Africa have programs in Hausa. These include the BBC, Voice of America, Deutsche Welle, Radio Moscow, and Radio Peking."

4 DIALECT SURVEY

Gouffe (1981) notes the "remarkable unity" of Hausa, even though there are noticeable differences from west to east.

5 ORTHOGRAPHY STATUS

Hausa has both a standardized Romanized and an Arabic orthography. The former is based primarily around the Kano dialect.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials is sufficient.

7 RESOURCES

A. Institutional Resources

Ahamadu Bello University, Zaria
Bayero University, Kano
Beijing Foreign Languages
 Institute (Dept. of Afro-Asian Languages)
*Cambridge University
*Columbia University
*Duquesne University
*Howard University
*Indiana University
*Institut fur Orientalistik (?)
*Istituto Universitario Orientale, Napels
*Iowa State College
*Langues et civilisations a tradition oral (CNRS)
*Michigan State University
Nigeria Educational Research Council
*Northwestern University
*Ohio University
*Phillips-Universitat Marburg, Afrikanistik Ableitung
*Ramapo College of New Jersey
*Rijksuniversiteit te Leiden
*Rutgers University
University of Leipzig
Universitat Hamburg Seminar fur Afrikanistik
University of Maiduguri
*Rutgers University, Newark
*Rutgers University, New Brunswick
*Seminar fur Vergleichende und Indogermanische
 Sprachwissenshaft
*Stanford University
*University of California, Los Angeles
*University of Colorado
*University of Georgia
*University of Giessen
*University of Illinois at Urbana-Champaign
*University of London (SOAS)
*University of Paris III (INALCO)
*University of North Carolina at Chapel Hill
*University of Sokoto
*West Virginia University
*University of Sidney
*University of Wisconsin
*Yale University

B. Individual Resources

Alhaji M. Abba
Dandatti Abdulkadir
Mallam Haruna Abdullahi
Mahdi Adamu
Thomas Adeyanju
David W. Arnot
Sergio Baldi
Ibrahim Bashir
Herman Bell
Fremont Besmer
Jack Carnochan
Heather Cavanaugh
Karen Ruth Courtenay
Stanley L. Cushingham
Norbert Cyffer
Morgan Dalphinis
Ivan Dihoff
Gerrit Dimmendaal
Mallam M.D. Diso
Mallam Abubakar Dogo
A.H. Dyson
John B. Eulenberg
Z. Frajzyngier
G. Furniss
M.K.M. Galadanci
C.G.B. Gidley
Claud Gouffe
Joseph Greenberg
Jibo Hamani
Bawa Hassan
Douglas Haubert
Clifford Hill
M. Hiskett
Carleton Hodge
Carl Hoffman
David Hofstad
John P. Hutchinson
Bashum Ikara
Tijjani Isma'il
Isaac George Madugu
Phillip Jaggar
Gerit Jamison
Hermann Jungraithmayr

Murry Last
John Lavers
Alan Kaye
Mario Kidda
Charles Kraft
Margaret Kraft
Beverle Lax
William R. Leben
Mona Lindau
Joseph McIntire
Seth Mandel
Brian McHugh
Wilhelm J.G. Mohlig
Kiure and Nam. Msangi
Dalhatu Muhammad
Mallam Isa Muhtar
Paul Newman
Roxana Ma Newman
John Paden
F.W. Parsons
Klaus Piper
Dr. Abba Rufa'i

Bello Salim
Russell G. Schuh
Koyoshi Shimizu
Neil Skinner
M.G. Smith
Connie Stevens
L. Stigler
John Sutton
Laurice Tuller
A.A. Usman
Dennis Warren
Dorothy Wills
Ekkehard Wolff
Frank Wright
Mohamed Yamba
I.Y. Yahaya
Lawan Dan Ladi Yalwa
Jennifer Yanko
Amadu B. Zaria
Mohamed Yamba

8. EVALUATIONS

Reviewer: Russell Schuh

A. Learning Materials

HAUSA (continued)

I. Identification of materials:
1. Cowan and Schuh, Spoken Hausa, 1976
2. Skinner, Hausa for Beginners, 1968
3. Hodge, Hausa Basic Course, 1968
4. Jungraithmayr and Mohlig, Einfuhrung in die Hausa-sprache, 1976
5. Kraft and Greene, Teach Yourself Hausa, 1973
6. Kraft and Kraft, Introductory Hausa, 1973
7. Marxwell and Forshey, Yau da Gobe, 1963

II. General Description:	1	2	3	4	5	6	7
a) Level	B	B	B	B	B	B	
b) Dependency	I	S	I	I	I	I	
c) Methodology	AL	RN	AL	GT	AL	GT	
d) Number of Pages	378	76	399	375	394	408	
e) Printing Quality	G	G	G	G	G	G	
f) Linguistic Coverage	F-G	F	F	F-G	F-G	F	
g) Ranking							
III. Indication of:	1	2	3	4	5	6	7
a) Tone Marking	Y	N	Y	Y	Y	Y	N
b) Dialect Choice	Y	Y	N	Y	Y	N	N
c) Author background	N	N	N	N	Pa	Pa	N
IV. Chapter design:	1	2	3	4	5	6	7
a) Dialogs	10		10	10	10		
b) Notes on Dialogs							
c) Readings	5	100*					
d) Grammar Drills	50		75				
e) Grammar Notes	20		15	20	60		75
f) Vocabulary					20		10
g) Tests							
h) Illustrations							
i) Communication Act.	10						
j) Other				70+	10++		15++
V. Representativeness of	1	2	3	4	5	6	7
Cultural Situations	F	F	N	Y	F	F	N

* 40% Readings; 60% Notes on Readings
+ Pattern questions and answers varying material in dialogs
++ Hausa-English and English-Hausa translation exercises
RN = Readings with Notes
GT = Grammar Translation

B. Descriptive Materials:

I. Identification of materials:
1. Abraham, The Language of the Hausa People, 1959
2. Galadanci, An Introduction to Hausa Grammar, 1977
3. Hodge, An Outline of Hausa Grammar, 1947
4. Howeidy, Concise Hausa Grammar, 1959
5. Skinner, A Grammar of Hausa for Nigerian Secondary Schools, 1977
6. Smirnova, The Hausa Language, 1982
7. Taylor, A Practical Hausa Grammar, 1959

HAUSA (continued)

II. General Description:	1	2	3	4	5	6	7
a) Level	A	I	I,A	B,I	I	B,I	B,I
b) Adequacy as Descr.	F-G	P	P	P	F	P	P-F
c) Suitability for Ref.	P-F	P	P	P	F	P	P-F
d) Number of Pages		113	61	232	93	112	157
e) Printing Quality	F	G	G	G	G	G	G
f) Ranking							

III. Adequacy of:	1	2	3	4	5	6	7
a) Phonology analysis	N	N	Y	N	Y	N	N
b) Tone analysis	N	N	N	N	N	N	N
c) Morphology analysis	F	N	Y	N	N	F	Y
d) Syntax analysis	F	N	N	N	N	N	N
e) Explanations clear	Us	Oc	Us	N	Us	Oc	Us

IV. Indication of:	1	2	3	4	5	6	7
a) Dialect Choice							
b) Author background	N	Pa	Pa	Pa	N	N	N
c) Examples given	Us	Y	Us	Y	Y	N	Y
d) Examples translated	Us	N	Y	Y	N	Y	Y

C. Dictionaries

I. Identification of dictionaries:

1. Abraham, Dictionary of the Hausa Language, 1962.
2. Bargery, A Hausa-English dictionary and English Hausa Vocabulary, 1934.
3. Newman and Newman, Modern Hausa-English Dictionary, 1979
4. Skinner, Hausa-English Pocket Dictionary, 1968
5. Skinner, K'amus na Turanci da Hausa, 1970

II. General Description:	1	2	3	4	5
a) Level	I,A	I,A	B,I	B	
b) Intended Use	C,G	C,G	H,C	H,C	H,C
c) Number of Entries	25K	40K	6K	4K	8K
d) Parts of Speech	Y	Y	Y	Y	N
e) Printing quality	G	G	G	G	G
f) Ranking	G	G	G	F	F-G

III. Use of:	1	2	3	4	5
a) Examples	Y	Us	Us	N	Oc
b) Translations	Us	Us	Us	N	Oc

IV. Indication of:	1	2	3	4	5
a) Tone Marking	Y	Y	Y	Y	N
b) Dialect Choice	Y	Y	Y	Y	Y
c) Author background	N	Pa	Pa	N	N

HAUSA (continued)

D. Reading Materials:

I. Identification of materials:
1. Abraham, Hausa Literature and the Hausa Sound System, 1959
2. Ahmed, An Introduction to Classical Hausa, 1970
3. Bagari, Manual of Hausa Idioms, 1979
4. Kirk-Greene, A Modern Hausa Reader, 1967
5. Kraft, A Hausa Reader, 1974
6. Leben, Hausar Yau da Kullum, 1984
7. Hunter, Karatu! Farkonka Madaci Karshenka Zuma, 1981
8. Skinner, Hausa Readings, 1968

II. General Description:	1	2	3	4	5	6	7	8
a) Level	I,A	I,A	I	I,A	I,A	I,A	I	I,A
b) Organization	--	SM	--	SM	SM	SM	--	--
c) Annotations (Y/N)	Y	Y	Y	Y	Y	Y	Y	Y
d) Number of Pages	186	136	233	143	509	148	87	279
e) Printing Quality	G	G	G	G	G	G	G	G
f) Ranking	F-G	F	G	F	F-G	G	P	G
III. Indication of:	1	2	3	4	5	6	7	8
a) Tone marking								
b) Dialect Choice								
c) Author background	N	N	N	Y	Pa		N	Y

9. BIBLIOGRAPHY

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Hodge, Carleton T., and Ibrahim Umaru.
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Kraft, Charles H., and Anthony Kirk-Greene.
1973 Teach Yourself Hausa. Cambridge, England: English Universities Press, Ltd.

Kraft, Charles H., and Marguerite E. Kraft.
1973 Introductory Hausa. Berkeley and Los Angeles: University of California Press. Pp. 408. Tapes also.

HAUSA (continued)

Kraft, Charles H., Magguerite E. Kraft, and Leilani B. McClure.
1966 Workbook in Introductory Hausa. Prelim. ed. East Lansing, MI: Michigan State University, African Studies Center. Pp. 106.
Kraft, Charles H., and Salisu Abubakar.
1965 An Introduction to Spoken Hausa. Prelim. ed. East Lansing, MI: Michigan State University, African Studies Center. 2 vols. Tapes also.
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Abraham, Roy Clive:
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1941 A Modern Grammar of Spoken Hausa. London: Crown, agents for the colonies, published on behalf of the government of Nigeria.
1959 Hausa Literature and the Hausa Sound System, London, England: University of London Press, 186 pages.
Ahmed, Umaru, and Bello Daura.
1970 An introduction to classical Hausa and the major dialects. Zaria, Nigeria: Northern Nigerian Publishing Co. Pp. 136.
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HAUSA (continued)

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C. Dictionaries

Abraham, R.C.
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1951 A Hausa-English Dictinoary and English-Hausa Vocabulary. 2d ed. London: Oxford University Press. Pp. 1226.
Newman, Paul, and Roxana Ma Newman, comps.
1979 Modern Hausa-English Dictionary, Sabon Kamus na Hausa zuwa Turanci. Ibadan, and Zaria: Oxford University Press. Pp. 151.
Schon, James Frederick.
1968 Dictionary of the Hausa Language. London: Luzac, England. Pp. 480.
Skinner, A. Neil.
1970 K'amus na Turanci da Hausa; babban ja-gora ga Turanci. Zaria, Nigeria: Northern Nigerian Publishing Company. Pp. 166.
1959 Hausa-English Pocket Dictionary:, Kamus na Hausa da Turanci. London: Longmans.
1969 Hausa-English Pocket Dictionary. Ibadan: Longmans of Nigeria.

D. Readers

Edgar, Frank.
1968 Hausa Readings. Madison, WI.: University of Wisconsin Press for the Dept. of African Languages and Literature.
Kraft, Charles H.
1974 A Hausa Reader. Berkeley, CA.: University of California Press, 28 pages.
Murphy, John D.
1968 An Inductive Reader of Newspaper Hausa: Text, Translation and Glossary. 2 vols. Bloomington, IN.: Indiana University. .
Rattray, Robert Sutherland.
1969 Hausa Folk-Lore Customs, Proverbs, etc: Collected and Transliterated with English Translation and Notes. New York: Negro Universities Press. Pp. 278.

HAUSA (continued)

Skinner, A. Neil.
1968 Hausa Readings: Selections from Edgar's Tatsuniyoyi. Madison, WI.: University of Wisconsin Press. Pp. 278.

HEHE C-5

1 CLASSIFICATION AND WHERE SPOKEN

Hehe belongs to the Bena-Kinga group of Bantoid (G62) of Benue-Congo. It is spoken in Tanzania south of the Great Ruaha River.

2 NUMBER OF SPEAKERS

Voegelin and Voegelin (1977) estimate 190,000 speakers of Hehe.

3. USAGE

Hehe is a local language.

4 DIALECT SURVEY

No dialect survey has come to our attention. Nurse discusses Hehe in "Description of Sample Languages of Tanzania" (1980) and suggests that Hehe may be mutually intelligible with Bena. To this point, Mary Oden (personal communication, 1985) states that "both my Kihehe informant, Margaret Fivawo, and Enoch Waketi, my Hibena speaker, agreed that although Hibena spoken along the border of the two areas is mutually intelligible with Kihehe, other Bena dialects were not."

5 ORTHOGRAPHY STATUS

Unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Presumably one set of learning materials should be sufficient for Hehe.

7 RESOURCES

A. Institutional Resources
*No listings available at the time of writing.

B. Individual Resources
Mary Odden (Bena)
John Goldsmith
D. Nurse

8. EVALUATIONS

Because of the limited number of materials for the study of Hehe, no evaluations have been undertaken.

9. BIBLIOGRAPHY

A. Learning Materials

There are no learning materials for the study of Hehe

B. Descriptions

Oden, D.
n.d. aKihehe field notes. Manuscript.

C. Dictionaries

Spiss.
n.d. Kihehe - Worter - Sammlung.
Nurse, D.
n.d. Kihehe 1000 item wordlist. Manuscript.

D. Readers

There are no readers for the study of Hehe

IDOMA C-6

1 CLASSIFICATION AND WHERE SPOKEN

Idoma, along with Eloyi, Igede, Akatye Yatye, and Etulo, belongs to the Idomoid or Idoma-Etulo Group of Kwa. Idoma is spoken primarily within the Cross River and Benue states, Nigeria.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 600,000 speakers. Voegelin and Voegelin (1977) frankly admit that their figure of 118,000 is unreliable.

3 USAGE

Idoma is a local language.

4 DIALECT SURVEY

Although no exhaustive dialect survey has come to our attention, Armstrong reports in "The Idomoid Languages ..."(*Journal of West African Languages*, 1980) that Idoma has ten dialects (Keana, Idoma Nokwu, Agatu, Central, Western, Southern, Okpoga, Yala-Ogoja, Yala-Ikom, and Yala-Obura).

5 ORTHOGRAPHY STATUS

The Idoma orthography status is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Presumably, one set of learning materials for Idoma should be sufficient.

7 RESOURCES

A. Institutional Resources
   Government Teachers' College, Katsina Ala, Benue State, Nigeria (in process of organizing a department of Benue State languages.)

B. Individual Resources
   R.C. Abraham, R.C.
   Samson O. O. Amali
   Robert Armstrong

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IDOMA (continued)

8. EVALUATIONS

Reviewers: Robert G. Armstrong

A. Learning Materials

I. Identification of materials:
1. Abraham, The Idoma Language, Idoma Wordlists, Idoma Chrestomathy, Idoma Proverbs(bound as one volume), 1951
2. Armstrong, "The Idoma Verb", 1962

II. General Description:	1	2
a) Level	B	A
b) Dependency	I	I
c) Methodology	CS	CS
d) Number of Pages	256	30
e) Printing Quality	G	G
f) Linguistic Coverage	G	G
g) Ranking	1	1

III. Indication of:	1	2
a) Tone Marking	Y	Y
b) Dialect Choice	Y	Y
c) Author background	Y	Pa

IV. Chapter design:*	1	2
a) Dialogs	Y	N
b) Notes on Dialogs	N	N
c) Readings	Y	N
d) Grammar Drills	N	N
e) Grammar Notes	Y	Y
f) Vocabulary	Y	N
g) Tests	N	N
h) Illustrations	N	N
i) Communication Act.	N	N
j) Other		

V. Representativeness of Cultural Situations	1	2
	Y	N

1. reprinted in 1967, Univ. of London Press.
2. in Actes du Second Colloque Int'l de Linguistique Negro-Africaine, Dakar 1962, Universite de Dakar 1963.

CS = Close Study of text

* The materials do not lend themselves to percentages.

B. Descriptive Materials:

I. Identification of materials:
1. Abraham, The Idoma Language, etc., 1951
2. Armstrong, "The Idoma verb", 1962

IDOMA (continued)

II. General Description:	1	2
a) Level	B	A
b) Adequacy as Descr.	Y	Y
c) Suitability for Ref.	Y	Y
d) Number of Pages	256	30
e) Printing Quality	G	G
f) Ranking	G	G

III. Adequacy of:	1	2
a) Phonology analysis	Y	Y
b) Tone analysis	Y	Y
c) Morphology analysis	Y	Y
d) Syntax analysis	Y	Y
e) Explanations clear	Y	Y

IV. Indication of:	1	2
a) Dialect Choice	Y	Y
b) Author background	Y	Pa
c) Examples given	Y	Y
d) Examples translated	Y	Y

C. Dictionaries

I. Identification of dictionaries:

1. Abraham, *The Idoma Language, Wordlists,* etc., 1951
2. Armstrong, *Idoma-English, English-Idoma Dictionary*, (in preparation)

II. General Description:	1	2
a) Level	A	A
b) Intended Use	G	G
c) Number of Entries	2K	10K
d) Parts of Speech	Y	Y
e) Printing quality	G	
f) Ranking		

III. Use of:	1	2
a) Examples		
b) Translations		

IV. Indication of:	1	2
a) Tone Marking	Y	Y
b) Dialect Choice	Y	Y
c) Author background	Y	Y

D. Reading Materials:

I. Identification of materials:

1. Abraham, *The Idoma Language; Idoma Chrestomathy* reader
2. Amali, *Onugbo mloko* (play in Idoma with English transl.), 1972
3. Amali, *An Ancient Nigerian Drama; Odegwudegwu*, 1985
4. Armstrong, *Music of the Idoma of Nigeria*, 1969

II. General Description:	1	2	3	4
a) Level	A	I	A	A
b) Organization				
c) Annotations (Y/N)	Y	Y	Y	Y
d) Number of Pages	256	71	241	24
e) Printing Quality	G	G	G	G
f) Ranking				

III. Indication of:	1	2	3	4
a) Tone marking				
b) Dialect Choice	Y	Y	Y	Y
c) Author background	Y	Y	Y	Y

Notes:

1. Short stories in Idoma (with English transl.) on Idoma life; Genesis 1-3, 37-40.
2. Poetic drama in Idoma (with English transl.), based on ancestral chant.
3. Transcribed recording of traditional inquests; poetic drama. Bilingual.
4. Transcriptions and translations of sacred funeral and mask chants.

Overall assessment:

1. Charming and instructive. Very accurate.
2. An important, fine play. Has had four productions. Poetic.
3. Artistically and ethnographically very fine. Very accurate.
4. Important linguistically, ethnographically, and poetically. Fine music.

9. BIBLIOGRAPHY

A. Learning Materials

There are no known learning materials for the study of Idoma.

B. Descriptions

Abraham, R.C.

1935 The Principles of Idoma, Published by the author (Copy in library of SOAS, University of London. Pp. 429.

1951 The Idoma Language, Idoma Wordlists, Idoma Chrestomathy, Idoma Proverbs (bound as one book). London: reprinted by University of London Press, 1967. Pp. 260.

Armstrong, R.G.

1964 "The Idoma Verb." From Proceedings of the Second Congress of African Languages, Dakar. Pp. 30.

1955 "Idoma Orthography." In Orthographies of Nigerian Languages (Manual III). Lagos: National Language Centre. Pp. 24.

Bunkowske, Eugene.

1983 Topics in Yala Grammars, unpublished Ph.D. Dissertation, University of California at Los Angeles.

IDOMA (continued)

C. *Dictionaries*

Armstrong, R.G.
1967 *Idoma-English, English-Idoma Dictionary*. London: University of London Press. Pp. 58.

1985 *An Ancient Nigerian Drama*, with a bilingual play, *Odegwedegwu*. Wiesbaden: Franz Steiner Verlag.

Armstrong, R.G.
1969 Music of the Idoma of Nigeria. Text with phono. Record. New York: Folkways Records, Asch Mankind Series.

D. *Readers*

Abraham, R.C.
1967 *The Idoma Language; Idoma Chrestomathy*. London: University of London Press. Pp. 256.

Amali, S.O.O.
1972 *Onugbo mlOko*, a play in Idoma and English. Ibadan. Bilingual Literary Works No. 3. Ibadan: University of Ibadan.

Others

Armstrong, R.G.
1983 The Idomoid Languages of the Renne and Cross River Valleys. *Journal of West African Languages* 13:91-149.

IGBO A-7

CLASSIFICATION AND WHERE SPOKEN

Igbo represents a dialect continuum, belonging to the Igbo Group of Kwa. Igbo is spoken in most of Anambra State, northern Rivers State, and also in Midwestern State, all in the lower Niger River Basin area of Nigeria. Igbo is often spelled "Ibo."

2 NUMBER OF SPEAKERS

WTPR (1982) notes 13 million first-language Igbo speakers. Voegelin and Voegelin (1977) state there are "well over 3 million speakers" of Igbo. Herault (1981) estimates 8 million.

3 USAGE

Igbo is a national language, also widely used in primary schools as a medium of instruction.

4 DIALECT SURVEY

There are individual efforts in Igbo dialectology; Ubahakwe (forthcoming: see bibliography) includes a survey of Igbo dialects.

5 ORTHOGRAPHY STATUS

Igbo has an official orthography established in 1961; everything published in Igbo is in this orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

The question of how many sets of materials are required is yet to be resolved.

7 RESOURCES

A. Institutional Resources

- *Cambridge University
- *Harvard University
- *Howard University
- *Indiana University
- *Iowa State College
- *Michigan State University
- Nigeria Educ. Research Coun.
- Northwestern University
- *Society for Promoting Igbo Language and Culture
- Stanford University
- Summer Institute of Linguistics, W.K.
- *SUNY, Buffalo
- *University of California, Los Angeles
- University of Illinois
- University of Nigeria, Nsukka
- University of Pittsburg
- *University of Port Harcourt
- University of Texas
- *Yale University

IGBO (Continued)

B. Individual Resources
- Samuel C Agusi
- Oladellle Awobuluyi
- C. Azuonye
- William Badecker
- John Bendor-Samuel
- Patricia Carrell
- Mary Clark
- Stanley Cussingham
- P.A. Edikeojoiku
- E.N. Emenanjo
- Baruch Emimelech
- John Goldsmith
- Larry Hyman
- Rev. G.E. Igwe
- Clara Ikekeonwu
- Caroline Isukul
- Onwuchekwa Jemie
- Victor B. Manfredi
- Philip A Nwachukwu
- Onyema I.C. Nwazu
- G.I. Nwoazuzu
- Mrs. & E.E. Nwokah
- Frederick C. Ogbalu
- N. Oji
- Mr. Okebalana
- C.O. Okoreaffia
- Bertram Okolo
- B. Oluikpe
- Bertram I.B. Osuagwu
- Lloyd B. Swift
- E. Ubahakwe
- Tony Ubesie
- N. Ugonna
- A.I.R. Unegbu
- Rev. Mother Uwalaka
- Sam Uzochukwu
- William Welmers
- Kay R.M. Williamson

8. EVALUATIONS

Reviewers: A: E. Noule Emenanjo
B: John Goldsmith.

A. Learning Materials:
I. Identificion of materials:
1. A: An Igbo Revision Course..., Carnochan.
2. A: Introductory Igbo Language Course, Green.
3. A: Igbo Basic Course, Ntukogu.
4. A: Igbo Basic Course, Swift.
5. A&B: An Introduction to the Ibo Language, Ward.
6. A&B: Igbo, a learner;s manual, Welmers.
7. A: Igbo Basic Course, Williams.
8. A: Beginning Igbo, Emenanjo.
9. A: Igbo Eloeteenu, Ohiri.
10. A: Standard Igbo Spelling: A Practical Guide, Emenanjo.

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	Gd	--	--	--	--
b) Number of Pages	--	--	--	--	--	200	--	--	--	--

III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	Y/*	--	--	--	--
b) Justified	--	--	--	--	--	Y/*	--	--	--	--
c) Acceptable	--	--	--	--	--	Y/*	--	--	--	--

IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	Y	--	--	--	--

IGBO (Continued)

V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	Int	Beg	Beg	Beg	I/B	Beg	Beg	Int	Int	Int
b) Dependency	Sup	Ind	Dep	Ind	D/I	Ind	Dep	Dep	Ind	Dep
c) Methodology	--	--	--	--	--	AL	--	--	--	--
d) Adaptability	--	--	--	--	--	Y	--	--	--	--
e) Overall ranking	G	G	F	E	G/F	E/G	P	G	E	E

VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Basis	--	--	--	--	--	G	--	--	--	--
b) Quality	--	--	--	--	--	G	--	--	--	--

VII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Adequacy	--	--	--	--	--	Y/?	--	--	--	--
b) Thoroughness	--	--	--	--	--	--	--	--	--	--

VIII. Cultural Situations	1	2	3	4	5	6	7	8	9	10
a) Representative	--	--	--	--	--	N/*	--	--	--	--
b) Sufficient	--	--	--	--	--	N	--	--	--	--

IX. Chapter design:	1	2	3	4	5	6	7	8	9	10
a) Dialogs	--	--	--	--	--	7.5	-	--	--	--
b) Notes on Dialogs	--	--	--	--	--	10	-	--	--	--
c) Readings	--	--	--	--	--	7.5	-	--	--	--
d) Notes on Readings	--	--	--	--	--	10	-	--	--	--
e) Grammar Drills	--	--	--	--	--	7.5	-	--	--	--
f) Grammar Notes	--	--	--	--	--	10	-	--	--	--
g) Vocabulary	--	--	--	--	--	8	-	--	--	--
h) Tests	--	--	--	--	--	8	-	--	--	--
i) Illustrations	--	--	--	--	--	0	-	--	--	--
j) Communication Act.	--	--	--	--	--	6.5	-	--	--	--
k) Learning suggest.	--	--	--	--	--	--	-	--	--	--
l) Other	--	--	--	--	--	0	-	--	--	--

X. Notes and comments:

6. B: The dialect is a "compromise," mismash dialect of his own invention.

X. Overall Evaluation:

A: The reviewer recommends #6 for an introductory course and #8 for an intermediate course.

B. Descriptive Materials:

I. Identification of materials:

1. A: The Principles of Ibo, Abraham.
2. A: A Modern Ibo Grammar, Adams.
3. A: Elements of Modern Igbo Grammar, Emenanjo.
4. A: A Descriptive Grammar of Igbo, Green.
5. A: A Grammar of Izi, on Igbo Language, Meier.
6. A: Readings on the Igbo Verb, Carrell.
7. A: A Transformational Grammar of Igbo, Carrell.
8. A: Igbo Transformational Syntax, Olukpe.
9. A: A Short Igbo Grammar, Igwe.
10. A: Introduction to the Igbo Language, Ward.

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	Ex	--	--	--	--	--	--	--
b) Number of Pages	--	--	259	--	--	--	--	--	--	--

IGBO (continued)

III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--	--	--	--
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	-/T	--	All	--	--	--	--	--	--	-/B
b) Reference or Tech.	-/T	--	Yes	--	--	--	--	--	--	-/D
c) Overall ranking	--	--	Ex	--	--	--	--	--	--	--
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	-/P	--	--	--
VII. Presentation:	1	2	3	4	5	6	7	8	9	10
a) Thoroughness	--	--	--	--	--	--	--	--	--	--
b) Adequate for Ref.	F/N	Pr	Ex	Ex	Gd	Ex	F/R	Fa	Gd	F/F
c) Adequate as Tech.	F/F	Pr	Ex	E/R	Pr	Gd	P/P	Pr	Gd	F/D
d) Examples given	--	--	Oc	--	--	--	--	--	--	--
e) And translated	--	--	Y	--	--	--	--	--	--	--
f) Explanations clear	--	--	Y	--	--	--	--	--	--	--
VIII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Phonology	--	--	Y	--	--	--	--	--	--	--
b) Tone	--	--	N	--	--	--	--	--	--	--
c) Morphology	--	--	Y	--	--	--	--	--	--	--
d) Syntax	--	--	Y	--	--	--	--	--	--	--

IX. Notes and Comments:

1. Intended for research use; the work is dated, but useful in some respects.
4. Intended for research use only
6. This language described isn't really Igbo.
7. Intended for research use; the work is dated, but useful in some respects.

X. Overall Evaluation:

A: Only numbers 3, 4, 6 and 9 are recommended for student use.

B: No materials recommended for student use.

C. Dictionaries

I. Identification of dictionaries:

1. A: *Okowa Okwu*, Ogbalu.
2. A&B: *Igbo: A Learner;s Dictionary*, Welmers.
3. A&B: *Igbo-English Dictionary*, Williamson.
4. A: *English-Ibo and Ibo-English Dictionary*, Thomas.
5. A: *A Dictionary of Igbo Names*, Njoku.
6. A: *A Dictionary of Igbo Place Names*, Anoka.

II. Printing:	1	2	3	4	5	6
a) Quality	--	Gd	Gd	--	--	--
b) Number of Pages	--	400	638	--	--	--
III. Dialect:	1	2	3	4	5	6
a) Indicated	--	-/*	--	--	--	--
b) Justified	--	-/*	--	--	--	--
c) Acceptable	--	-/*	--	--	--	--

IGBO (continued)

IV. Orthography:	1	2	3	4	5	6
a) Uses standard	--	--	--	--	--	--
b) Tone Marked	--	Y	Y	--	--	--
c) Pronuncations Given	--	Y	Y	--	--	--
d) Pron. Accurate	--	Y	Y	--	--	--

V. General Description:	1	2	3	4	5	6
a) Level	--	/IA	IA/	--	--	--
b) Intended for learn.?	--	--	--	--	--	--
c) Use as student dict.	--	--	--	--	--	--
d) Overall ranking	P	G/G	E/E	P	F	G

VI. Entries:	1	2	3	4	5	6
a) Number of entries	--	-/4K	85C/	--	--	--
b) Parts of speech	--	-/N	Y/-	--	--	--
c) Examples given	--	-/Y	Y/-	--	--	--
d) And translated	--	-/Y	Us/-	--	--	--
e) Explanations clear	--	-/U	Y/-	--	--	--

VII. Notes and Comments:

2. B: Uses a "compromise" dialect invented by the author called "central Igbo."

VII. Overall Evaluation:

A: Numbers 2, 3 and 6 are recommended for student use.
B: Numbers 2 and 3 are recommended for student use.

D. Reading Materials:

I. Identification of materials:

No readers were available for review.

9. BIBLIOGRAPHY

A. Learning Materials

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1963 An Igbo Revision Course: For G.C.E., W.A.S.C. and Similar Examinations Using the Official Orthography. London: Oxford University Press. Pp. 168.

Green, Margaret, and G.E. Igwe Mackeson.
1966 Introductory Igbo language course for non-Igbo speakers. London: Medhodist Missionary Society. Pp. 81.

Igwe, G.E. and M. M. Green.
1964 A Short Igbo Grammar. London: Oxford University Press. Pp. 60.

Ntukogu, Anugo P., and others.
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Ogbalu, F. Chidosie.
1974 School Certificate/G.C.E. Igbo, Onitsha, Nigeria: University Publishing Co., and London: Thomas Nelson and Sons Ltd. Pp. 247.

Okonkwo, M.N.
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Swift, Lloyd B., A. Ahaghotu, and E. Ugorji.
1962 *Igbo Basic Course*. Washington, D.C.: Foreign Service Institute. Pp. 498.
Ward, Ida C.
1936 *An Introduction to the Ibo Language*. Cambridge, England: W. Heffer & Sons. Pp. 215.
Welmers, William E., and Beatrice F. Welmers.
1969 *Igbo: A Learner's Manual*. Los Angeles, Ca: The Authors. Pp. 220.
Williams, Richard A., and others.
1966 *Igbo Basic Course*, Atlanta, Ga: Morehouse-Spelman College. Pp. 172. Tapes also.

B. *Descriptions*

Abraham, R.C.
1967 *The Principles of Ibo*. Ibadan, Nigeria: University of Ibadan. Institute of African Studies. Pp. 127.
Adams, R.F.G.
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Nwachukwu, P.A., and others.
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1967 *Igbo mub; maka elementary II, in official orthography*. Onitsha, Nigeria: University Publishing Co. Pp. 74.
Welmers, William E.
1969 *Noun Modifiers in Igbo*. International Journal of American Linguistics. Vol. 35, No. 4. Pp. 315-322.
1970 *The Derivation of Igbo Verb Bases*. Studies in African Linguistics. Vol. 1, No. 1. Pp. 49-59.

IGBO (continued)

1970 Igbo Tonology. Studies in African Linguistics. Vol. 1, No. 3. Pp. 255-78.

C. Dictionaries

Njoku, John E. Eberegbulam.
1978 A Dictionary of Igbo Names, Culture and Proverbs. University Press of America. LC:78-66416. Pp. 98.
Ogbalu, Frederick C.
1962 Okowa-okwu:, Igbo-English-English-Igbo dictionary. Onitsha, Nigeria: Varsity Printing Press.
Thomas, Northcote Whitridge.
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Welmers, Beatrice F., and William E. Welmers.
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Williamson, Kay, ed.
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D. Others

Emenanjo, E. Nolue et al
1975 Igbo language and culture. Ibadan, Nigeria: Oxford University Press. Pp. 216.
Ogbalu, F. Chidozie.
1965 Ilu Igbo(Igbo Proverbs). University Publishing Co. Pp. 162.
1966 Mbediogu. 9th rev. ed. Onitsha, Nigeria: University Publishing Co. Pp. 111.
1972 Dimkpa. Ogbalu Publishers & University Publishing Co. Pp. 89.
Osuagwe, B.I.N., and others.
1978 Igbo Ndi Koleji. Book 1. Macmillan Nigeria Publishers Ltd. Pp. 109.
1979 Igbo Ndi Koleji. Book 2. Macmillan Nigeria Publishers Ltd. Pp. 106.
1981 Igbo Ndi Koleji. Book 3. Macmillan Nigeria Publishers Ltd. Pp. 137.

IJO C-8

1 CLASSIFICATION AND WHERE SPOKEN

Ijo represents a "language cluster" within Kwa and is spoken in Bendel and Rivers states, Nigeria. More recent treatments (Bennett and Sterk, 1977) suggest that the Ijoid languages are not part of the Benue-Congo group but are more distantly related.

2 NUMBER OF SPEAKERS

WTPR (1982) notes one million speakers of Ijo. Voegelin and Voegelin (1977) list 160,000 speakers. Herault lists 900,000.

3 USAGE

Ijo is a regional language.

4 DIALECT SURVEY

Williamson continues to do extensive dialect work in Ijo. She presently finds four "major dialect clusters" which she feels are mutually unintelligible; at least four sets of materials would be needed. She notes that "there is no standard form of Ijo" (personal communication, 1983).

5 ORTHOGRAPHY STATUS

Several of the dialect clusters have standardized orthographies introduced by Williamson; some do not.

6 SETS OF LEARNING MATERIALS REQUIRED

At least four sets of learning materials would be needed to present adequately the language types included under the heading of Ijo.

7 RESOURCES

A. Institutional Resources
*No listings available at the time of this writing.

B. Individual Resources

E. Efere, Izon	C.E.W. Jenewwari, Ijo
O.A. Egberipou, Izon	Kay Williamson, Izon

8. EVALUATIONS

We were unable to locate a reviewer willing to carry out the evaluation.

9. BIBLIOGRAPHY

A. Learning Materials

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1980 Izon Section in A Glossary of Technical Terminology
1981 for Primary Schools in Nigeria (with 4 others). Pp. 162-200: Beginning, Intermediate, and Advanced.
1978 New Counting System in Izon, From One to a Billion.
1979 Beginning, Intermediate and Advanced.

B. Descriptions

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1968 Egbema-Ifo Customs and Tradition. Ibadan: Institute of African Studies, University of Ibadan.
Williamson, Kay.
1965 A Grammar of the Kolokuma Dialect of Ijo. Cambridge, England: the University Press.
1967 The Sound System and Spelling of Kolokuma. Ibadan: Department of Linguistics and Nigerian Language. University of Ibadan
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C. Dictionaries

Efebo, L. Awotua.
1967 Nembe language made easy. Mie lokomote Nembebibi. Occasional Publication No. 6. Ibadan: Institute of African Studies, University of Ibadan. Pp. 116.
Kaliai, M.H.I.
1964 A Nembe-English Dictionary. Ibadan: Institute of African Studies, University of Ibadan.

D. Readers

Monigha, J.I.
1969 Owoma Kalai Anumo. Lagos: Nembe Cultural Association. Nembe Cultural Society
1966 Nembe Bibi Abd Mi. Lagos: the Society.
Nyananyo, B.H.E.A.
n.d. Aladu Ama Mubo. Oshogbo: Kebo & Sons.
1968 Fibofibo Gbidi. Lagos: Nembe Cultural Association.

E. Other

Timitimi, A.O.
1977 Izon Duma Paama (types of Ijo songs).

ISLE DE FRANCE CREOLE C-13

1 CLASSIFICATION AND WHERE SPOKEN

"Mauritian Ocean and and Seychelles Creole are together classified as Isle de France Creole (Baker and Corne, 1982). Isle de France Creole originated in Mauritius in the eighteenth century, when Mauritius was known as 'Isle de France' and the Seychelles were administered as a dependency of Mauritius" (Baker, 1985, personal communication). "Isle de France Creole is a French-based creole with at least 85 percent of the vocabularies of both of these languages of French origin and the remainder from various African, Asian and European Sources" (Philip Baker, personal communication, 1986).

2 NUMBERR OF SPEAKERS

Baker (personal communication, 1985) reports that Mauritian Creole is spoken as a first or second language by all the citizens of Mauritius and its dependencies, who number a little over one million (based on the 1963 census). Likewise, Seychelles Creole is the first or second language of its roughly 65,000 citizens.

3 USAGE

This is the principal language of these islands.

4 DIALECT SURVEY

"There are minor but recognizable phonological and vocabulary differences between Mauritian and Seychelles Creole and its dependencies of Rodrigues and Agalega. These differences do not affect intelligibility, however."

5 ORTHOGRAPHY STATUS

At least four different phonemically based orthographies have been devised for Mauritian Creole (Virahsawmay 1967, Baker 1972, Ledikasyon pu Travayer ca. 1977, and Baker and Hookoomsing 1983, devised for both Reunion and Seychelles), but none of these as yet have achieved official recognition. In the Seychelles, the D'Offay and Lionnet (1981) orthography has achieved official status, but this orthography is not suitable for writing Mauritian Creole. Only Baker and Hookoomsing's lortograph-linite is specifically designed for both Mauritian and Seychelles Creole.

6. SETS OF LEARNING MATERIALS REQUIRED

So long as the D'Offay and Lionnet orthography has official status in the Seychelles, separate learning materials will be required. However, even if a harmonized orthography, such as the lortograf-linite, were adopted, a combined set of learning materials would have to take into consideration the phonological and lexical differences described above.

7 RESOURCES

A. Institutional Resources
*Mauritius Institute of Education

B. Individual Resources

Annegret Bollee	Peter Stein
Michel Carayol	Dev Virahsawmy
Dr. Ramesh Pudaruth	Mr. J.L. Wright

8. EVALUATIONS

Reviewers: A: Peter Stein
B: Philip Baker

A. Learning Materials:

1. A: Mauritian Creole: An Introduction, Goodman & Nussbaum.
2. A: Course in Mauritian Creole, Baker.
3. A: A Creole Manual, Alexander.
1. B: Mauritian Creole: An Introduction, Goodman & Nussbaum.
2. B: Course in Mauritian Creole, Baker.

I. Identificion of materials:

II. Printing:	1	2	3	4	5
a) Quality	Gd	Gd	Pr	--	Fa
b) Number of Pages	355	153	19	--	--
III. Dialect:	1	2	3	4	5
a) Indicated	Y	Y	N	--	Y
b) Justified	--	--	N	--	--
c) Acceptable	Y	Y	Y	--	Y
IV. Orthography:	1	2	3	4	5
a) Uses standard	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA
V. General Description:	1	2	3	4	5
a) Level	Beg	Beg	Beg	Beg	Beg
b) Dependency	Ind	Ind	--	Ind	Dep
c) Methodology	Dir	AL	*Gr	--	*
d) Adaptability	N	Y	N	--	N
e) Overall ranking	Fa	Gd	Pr	?	Fa

ISLE DE FRANCE CREOLE (continued)

VI. Organization:	1	2	3	4	5
a) Basis	Gr	Gr	--	--	--
b) Quality	--	--	--	--	--
VII. Grammar Analysis:	1	2	3	4	5
a) Adequacy	Y	Y	--	--	Y
b) Thoroughness	--	--	*	--	--
VIII. Cultural Situations:	1	2	3	4	5
a) Representative	Y	Y	N	--	--
b) Sufficient	Y	Y	N	--	--
IX. Chapter design:	1	2	3	4	5
a) Dialogs	15	0	--	--	--
b) Notes on Dialogs	10	0	--	--	--
c) Readings	10	20	--	--	--
d) Grammar Drills	25	20	--	--	--
e) Grammar Notes	10	40	--	--	--
f) Vocabulary	0	10	--	--	--
g) Tests	10	5	--	--	--
h) Illustrations	0	0	--	--	--
i) Communication Act.	0	0	--	--	--
j) Learning suggestions	0	0	--	--	--
k) Notes on readings	5	5	--	--	--

X. Notes and Comments:

1. Designed for use in the self-instructional mode.
3. Contains a short, sketchy description of the grammar, that's all.
5. Methodology not clearly stated.

XI. Overall Evaluation:

A: Recommends #2 over #1, but considers both acceptable.
B: Does not recommend either of the reviewed texts.

B. Descriptive Materials:

I. Identification of materials:

1. A: Etude sur le patois creole mauricien, Baissac.
2. A: Essai de grammaire du creole mauriciena, Corne.
3. A: Kreol. A Dercription of Mauritian Creole, Baker
4. A: Le Creole francais de Seychelles, Bollee.
5. A: Seychelles Creole Grammar, Corne.
6. B: Kreol. A Dercription of Mauritian Creole, Baker

II. Printing:	1	2	3	4	5	6
a) Quality	Gd	Fa	Ex	Ex	Gd	Gd
b) Number of Pages	223	59	221	234	227	221
III. Dialect:	1	2	3	4	5	6
a) Indicated	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6
a) Uses standard	--	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA	NA
V. General Description:	1	2	3	4	5	6
a) Level	All	--	I/A	--	--	--
b) Reference or Tech.	--	Tec	Tec	Tec	Tec	--
c) Overall ranking	Gd	Gd	Gd	Gd	Gd	Gd

ISLE DE FRANCE CREOLE (continued)

VII. Presentation:	1	2	3	4	5	6
a) Thoroughness	--	--	--	--	--	--
b) Adequate for Ref.	Fa	Gd	Gd	Gd	Gd	Gd
c) Adequate as Tech.	Gd	Gd	Gd	Gd	Gd	Gd
d) Examples given	Y	Y	Y	Y	Y	Y
e) And translated	Y	Y	Y	Y	Y	Y
f) Explanations clear	Y	Y	Y	Y	Y	Y

VIII. Grammar Analysis:	1	2	3	4	5	6
a) Phonology	Ad	Ad	Ad	Y	Y	Y
b) Tone	NA	NA	NA	NA	NA	NA
c) Morphology	Ad	Ad	Ad	Y	Y	N
d) Syntax	N	Ad	Ad	Y	Y	Y

IX. Notes and Comments:

1. A: A description of the language, not intended for the teaching or learning of the language outside of Mauritius
2. A: A description of the language, not intended for the teaching or learning of the language outside of Mauritius.
3. A: A description of the language, not intended for the teaching or learning of the language outside of Mauritius.
4. A: A description of the language, not intended for the teaching or learning of the language outside of Seychelles. The description of the language is followed by an anthology of texts (stories) with French translation (Pp. 91-197) and a French-Creole word list (Pp. 198-231).
5. A: A description of the language, not intended for the teaching or learning of the language outside of Seychelles.

XI. Overall Evaluation:

A: All but #1 are ranked as "good" as far as reference grammars are concerned.

B: Only one reviewed #6 (same as #3) ranked as "good."

C. Dictionaries

I. Identification of dictionaries:

1. A: English and French Dictionary, Baker.
2. A: Ledikasyon pu Travayer, Diksyoner Kreole, Angle.
3. A: Diksyonner kreol-franse, Lionnet.
4. A: Le lexique du parler creole de la Reunion, Chaudenson.
5. B: Morisyen - English - Francais, Baker and Hookoomsing..
6. B: Ledikasyon pu Travayer, Diksyoner Kreole, Angle.

II. Printing:	1	2	3	4	5	6
a) Quality	--	Gd	Gd	Ex	Ex	Gd
b) Number of Pages	--	249	422	1249	350	249

III. Dialect:	1	2	3	4	5	6
a) Indicated	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--

IV. Orthography:	1	2	3	4	5	6
a) Uses standard	--	--	--	--	--	--
b) Tone Marked	NA	NA	NA	NA	NA	NA
c) Pronuncations Given	Y	Y	Y	Us	Y	Y
d) Pron. Accurate	Y	Y	Y	Us	Y	Y

ISLE DE FRANCE CREOLE (continued)

V. General Description:	1	2	3	4	5	6
a) Level	All	All	All	*	All	All
b) Intended Use	All	All	All	*	All	All
c) Use as student dict.	Y	Y	Y	N	Y	Y
d) Overall ranking	Gd	Fa	Gd	Ex	Ex	G
VI. Entries:	1	2	3	4	5	6
a) Number of entries	11K	10K	12K	25C	20K	17K
b) Parts of speech	Y	Y	*	*	Y	Y
c) Examples given	Us	N	Oc	Oc	N	Oc
d) And translated	Oc	N	Y	Oc	N	Y
e) Explanations clear	Y	Us	Y	Y	NA	Y

VII. Notes and Comments:

1. A: Based on personal research among all classes of the population, during several years, nearly complete (more than 11,000 entries) - repeatedly revised, corrected and enlarged. Awaiting publication.
2. A: Based on an earlier version of the Baker Dictionary (original author did not give permission). Only Kreole items and English glosses, no examples or commentaries.
3. A: The intended audience is not specified, though it is intended for general use with suggestions for teaching and learning the language included. Parts of speech are given implicitly.
4. A: This is a scientific, etymologically oriented research on the lexicon of Reunion Creole. A very important work for scholars, but not practicabale for language teaching or learning. Parts of speech are given implicitly.
5. B: Probably the most deatailed dictionary of any Creole language yet produced. Includes common variants and pronunciations, etymological information and dates of first attestations.

VIII. Overall Evaluation:

A: Recommends #1 which is ranked as "good."

B: Recommends #4 which is ranked as excellent.

D. Reading Materials:

I. Identification of materials:

1. B: Militant Maurician - Socialiste Progressiste, Virahsawmy/Mouvement.
   Not reviewed, but contains a presentation of the Virahsawmy orthography followed by poems by author in this orthography. There may be other scripts and literary works of this author, but none of them in wide distribution.
2. No other materials were reviewed.

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A. Mauritian Learning Materials

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Baker, Philip.
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Goodman, Morris F. and others.
1971 *Mauritian Creole: An Introduction*. Washington, D.C.: Center for Applied Linguistics. Pp. 355.
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B. Mauritian Descriptions

Baissac, Charles.
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Baker, Philip.
1972 *Kreole, A Description of Mauritian Creole*. London and Atlantic Highlands, N.J.: C. Hurst & Co. and Humanities Press. Pp. 228.
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-----, and Chris Corne.
1982 *Ile de France Creole: Affirmities and Origines*. Ann Arbor, MI.: Karoma Publishers. Pp. 299.
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Corne, Chris.
1970 "Essai de grammaire du creole maurician." *Te Reo* (monographie). Pp. 58.

Sofi, L.
1979 *En ide lor gramer lahgaz morisieh*. Port Louis: The author. Pp. 21.
1980 *Alfohs; Ahdre*. Port Louis: The author.

Stein, Peter.
1982 *Connaissance et emploi des langues a l'ile Maurice*. Hamburg: Helmet Buske Verlag. Pp. 661.

C. Mauritian Dictionaries

Baker, Philip.
1976 *Dictionary of Mauritian Creole/Dictionnaire du Creole, Mauricien/Diksyoner Kreol*. Vacoas, Mauritius: Chien de Plomb. Pp. 650.

Baker, Philip, and Hookoomsing, Vinesh Y.
1986 *Morisyen - English - Francais*. Paris: Librairie-Editions L'Harmattan. Pp. 350.

Ledikasyon pu Travayer.
1985 Diksyoner Kreol Angle. Port Louis, Mauritius: Ledikasyon pu Travayer. Pp. 249.

D. Reunion Descriptions

Carayol, Michel.
1973 Phonologie, lessons compares du franscaiset du creole reunionais. Saint-Denis: C.D.D.P. Pp. 28.
1976 Pedagogie de l'alphabetisation. Saint-Denis: A.R.C.A.
1977 Krike-Krake: Recueil de contes reunionnais, in collaboration with C. Vogel and C. Barat. Publications de l'Institut d'Anthropologie de l'Ocean Indien. Pp. 110.
1977 Le francais parle a la Reunion, phonetique et phonologie. Paris: H. Champion. Pp. 633.
1978 Lievre Grand-Diable et autres: contes creoles de l'Ocean Indien in collaboration with R. Chaudenson. CILF, Coll. "Fleuve et Flamme." Pp. 165.
1984 Atlas linguistique et ethnographique de la Reunion. Vol. 1. Editions du CNRS. 307 cartes et notices, pp. 247.
1985 Particularites lexicales du francais reunionnais: propositions pedagogiques. Paris: F. Nathan. Pp. 389.

E. Reunion Dictionaries:

Chaudenson, R.
1974 Le Lexique du parler creole de la Reunion. Paris: Champion. Pp. 1250.
Nativel, R.
1972 Le lexique de la Reunion. Saint-Joseph, Reunion: Imprimerie Henri Ganowski. Pp. 91.

F. Seychelles Learning Materials

Baker, M.
1970 A Guide to Seychelles Creole, Mahe, Seychelles.
Bollee, A. and D. Offay.
1978 Apprenons la nouvelle orthographe. Proposition d'une orthographe rationnelle pour le creole des Seychelles avec six contes creoles seychellis. Colone, Mahe: The Authors. Pp. 79.
Townsend, John.
1968 A guide to Seychelles Creole. Pp. 21.

G. Seychelles Descriptions

Bollee, Annegret.
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Corne, C.
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Papen, R.
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H. Seychelles Dictionaries

D'Offay de Rieux, Danielle, and Guy Lionnet.
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I. Seychelles Readers

Accouche, Samuel.
1976 Ti anan en foi en Soungoula, Creole stories from the Seychelles, ed. and tr. by Annegret Bollee. Victoria, Mahe, Seychelles: Government Printer. Pp. 50.
Young, R.
1983 Fables de La Fontaine traduites en creole seychellois, Hamburg: Helmet Buske Verlag. Pp. 118.

KALENJIN (Nandi/Kipsigis) B-10

1 CLASSIFICATION AND WHERE SPOKEN

Nandi and Kipsigis, two of the many languages found under the increasingly popular cover term "Kalenjin" (often used for the southern subgroup of Nilotic), are spoken in Rift Valley Province, Kenya. (Nandi is spoken in Nandi, North Nyanza, and Kericho Districts; Kipsigis in Kericho District.)

2 NUMBER OF SPEAKERS

The 1979 Kenya census notes 1,652,243 people who gave Kalenjin as their "tribal or national affiliation." Voegelin and Voegelin (1977), citing Westerman and Bryan, give a much lower figure of 430,000; A. N. Tucker (1981) lists 808,000 speakers.

3 USAGE

Kalenjin has been used in the police, army, and to some extent "in the Game Department" (Whiteley, 1974). It is broadcast over the Voice of Kenya.

4 DIALECT SURVEY

Rottland (personal communication, 1983) has remarked that the problem with "the term Kalenjin is that it implies the existence of a standard, or at least a variant which is understood throughout the area. Both are false." One limited survey has been carried out by van Otterloo (n.d.); on the basis of this, "one might," according to Rottland, "argue for seven different dialects needing separate sets of learning materials." Heine (1980) notes 12 dialects in Kalenjin.

5 ORTHOGRAPHY STATUS

Nandi and Kipsigis have standardized orthographies.

6 SETS OF LEARNING MATERIALS REQUIRED

Given the above discussion, it remains unclear how many separate sets of learning materials would be necessary.

7 RESOURCES

A. Institutional Resources
 *Department of Adult Education, Nairobi
 *Summer Institute of Linguistics, England
 *University of Western Ontario
 *World Gospel Mission

B. Individual Resources

Lillie Mae Ammerman
Chet Creider
Christopher Ehret
C.C. Ng'elechi
David Odden
Franz Rottland
Taaitta Toweett
Roger Van Otterloo

8. EVALUATIONS

Reviewer: Franz Rottland and C.A. Creider

A. Learning Materials:

I. Identification of materials:
1. World Gospel Mission, Kipsigis Grammar Lessons, 1968
2. Kiprop and Ainsworth, Kalenjin Basic Course, n.d.
3. Munford, Nandi Studies, 1959

II. Printing:	1	2	3
a) Quality	G	F	
b) Number of Pages		142	
III. Dialect:	1	2	3
a) Indicated	Y	Y	
b) Justified			
c) Acceptable			
IV. Orthography:	1	2	3
a) Uses standard			
b) Tone Marked	N	N	
V. General Description:	1	2	3
a) Level	B	B	I
b) Dependency	Ind	Ind	Ind
c) Methodology	Dir	Dir	
d) Adaptability			
e) Overall ranking	F	G	F
VI. Organization:	1	2	3
a) Basis		*	
b) Quality			
VII. Grammar Analysis:	1	2	3
a) Adequacy			
b) Thoroughness			
VIII. Cultural Situations:	1	2	3
a) Representative	N	N	
b) Sufficient			

KALENJIN (continued)

IX. Chapter design:	1	2	3
a) Dialogs		30	
b) Notes on Dialogs			
c) Readings	10		
d) Grammar Drills	60	30	
e) Grammar Notes	10	20	
f) Vocabulary	20	20	
g) Tests			
h) Illustrations			
i) Communication Act.			
j) Learning suggestions			
k) Other			

* Lessons ordered on the basis of grammatical topics.

B. Descriptive Materials:

I. Identification of materials:

1. Creider, An Introduction to the Nandi Language, 1981
2. Toweett, A Study of Kalenjin Linguistics, 1979
3. Huntingford, A Manual of the Nandi Language, 1958

II. Printing:	1	2	3
a) Quality	G	G	
b) Number of Pages	133	472	
III. Dialect:	**1**	**2**	**3**
a) Indicated	Y	Y	
b) Justified			
c) Acceptable			
IV. Orthography:	**1**	**2**	**3**
a) Uses standard			
b) Tone Marked	Y	NA	
V. General Description:	**1**	**2**	**3**
a) Level	B,I	I	
b) Reference or Tech.			
c) Overall ranking	E	F/G	F
VI. Organization:	**1**	**2**	**3**
a) Basis			
b) Quality			
VII. Presentation:	**1**	**2**	**3**
a) Thouroghness			
b) Adequate for Ref.	E	F	
c) Adequate as Tech.	G	G	
d) Examples given	Y	Y	
e) And translated	Y	Y	
f) Explanations clear	Y	--	
VIII. Grammar Analysis:	**1**	**2**	**3**
a) Phonology	Y	Y	
b) Tone	Y	NA	
c) Morphology	Y	Y	
d) Syntax	Y	NA	

KALENJIN (continued)

C. Dictionaries

I. Identification of dictionaries:
1. Ng'elechei, Kalenjin-English, English-Kalenjin Dictionary, 1979
2. Toweett, English-Swahili-Kalenjin Nouns Pocket Dictionary, 1979
3. World Gospel Mission, English-Kipsigis Word List, n.d.

II. Printing:	1	2	3
a) Quality	G	G	F
b) Number of Pages	121	97	90
III. Dialect:	1	2	3
a) Indicated			
b) Justified			
c) Acceptable			
IV. Orthography:	1	2	3
a) Uses standard			
b) Tone Marked	N	N	N
c) Pronuncations Given			
d) Pron. Accurate			
V. General Description:	1	2	3
a) Level			
b) Intended Use			
c) Use as student dict.			
d) Overall ranking	F	G	F
VI. Entries:	1	2	3
a) Number of entries	4K	2.5K	3K
b) Parts of speech	Y	Y	Y
c) Examples given	N	N	N
d) And translated	NA	NA	NA
e) Explanations clear	Y	Y	NA

VII. Notes and Comments:
1) No marking of tone; no marking of vowel qualities and quantities; good translations; better for native speakers than foreigners.
2) Phonologically poor; little explanations; otherwise

D. Reading Materials:
NOT GIVEN

9. BIBLIOGRAPHY

A. Learning Materials

B. Descriptions

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KALENJIN (continued)

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Toweett, Taitta.
1979 English-Swahili-Kalenjin Nouns Pocket Dictionary. Nairobi: Kenya Literature Bureau. Pp. 97.

KAMBA C-11

1 CLASSIFICATION AND WHERE SPOKEN

Kamba belongs to the Central-Kenya Group of Bantu (Guthrie E55) and is spoken in an area southwest of Nairobi, Kenya.

2 NUMBER OF SPEAKERS

The 1979 Kenya population figures note 1,725,569 with a "tribal affiliation" of Kamba. Voegelin and Voegelin (1977) note 612,000 speakers.

3 USAGE

Kamba is a major language in Kenya and is broadcast over the Voice of Kenya.

4 DIALECT SURVEY

Heine (1980) states that Kamba is a four-dialect cluster.

5 ORTHOGRAPHY STATUS

The orthography status of Kamba is unknown as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known at this time how many sets of materials will be required.

7 RESOURCES

A. Institutional Resources
    *Department of Adult Education, Nairobi
    *University of Wisconsin at Madison

B. Individual Resources
    Christopher Ehret
    Kevin Ford

8. EVALUATIONS

Reviewers: P. Bennett and Kevin Ford

A. Learning Materials

I. Identification of materials:
 1. Farnsworth, A Kamba Grammar, 1957
 2. Whiteley, A Practical Introduction to Kamba, 1962
 3. Lindblom, Notes on the Kamba Language, 1925

KAMBA (continued)

II. General Description:	1	2	3
a) Level	B	B	B
b) Dependency	D	I	I
c) Methodology	GT	GT	Gr
d) Number of Pages	141	172	
e) Printing Quality	F	G	G
f) Linguistic Coverage	G	G	F
g) Ranking			

III. Indication of:	1	2	3
a) Tone Marking	N	N	N
b) Dialect Choice	Y	Pa	Y
c) Author background	N	Pa	N

IV. Chapter design:	1	2	3
a) Dialogs			
b) Notes on Dialogs			
c) Readings			
d) Grammar Drills	20		
e) Grammar Notes	50	30	
f) Vocabulary	20	35	
g) Tests		35	
h) Illustrations	10		
i) Communication Act.			
j) Other			

V. Representativeness of Cultural Situations	1	2	3
	Y	Y	N

VI. Notes and Comments:

All the above presuppose access to a native speaker since none of them provides tone-marking. Lindblom is useful as background reading or browsing; it is especially useful for the cultural information provided in the appendices; as 'learning material', however, it has been superseded by Farnworth's and Whiteley's books.

B. Descriptive Materials:
NOT GIVEN

C. Dictionaries

I. Identification of dictionaries:
1. Kamba-English Dictionary, Ukamba Language Centre, 1970 1939
2. Mbiti, English-Kamba Vocabulary, 1959

II. General Description:	1	2
a) Level	B,I	I
b) Intended Use	Gen	Gen
c) Number of Entries	6K	2.5K
d) Parts of Speech	Y	Y
e) Printing quality	G	G
f) Ranking	G	G

III. Use of:	1	2
a) Examples	Oc	N
b) Translations	Y	NA

IV. Indication of:	1	2
a) Tone Marking	N	N
b) Dialect Choice	Y	Y
c) Author background	N	Pa

V. Notes and Comments:

1. Detailed translations with much cultural information. In standard orthography, but no tone or vowel-length marking. Unrevised since 1939, so no modern words. Monodialectal, so no Kitui forms.
2. The vocabulary was aimed originally at Kamba speakers, but can serve as a useful complement to the Kamba-English Dictionary (aimed at non-Kamba). Modern wordlist, with careful and at times innovative Kamba equivalents. Gives word-class; important dialect forms; important synonyms.

D. Reading Materials:

I. Identification of materials:

1. Mbiti, Akamba Stories, 1966

II. General Description:	1
a) Level	C
b) Organization	(see note)
c) Annotations (Y/N)	N
d) Number of Pages	240
e) Printing Quality	G
f) Ranking	G

III. Indication of:	1
a) Tone marking	N
b) Dialect Choice	Y
c) Author background	Pa

VI. Notes and Comments:

16 pages of traditional stories, with English Translations. No supporting notes apart from a general introduction to the Kamba language and culture and the nature and form of traditional stories. The bulk of the book is in English.

9. BIBLIOGRAPHY

A. Learning Materials

Whiteley, Wilfred H., and M.G. Muli.
1962 Practical Introduction to Kamba. London: Oxford University Press. Pp. 172. Designed to give speech and reading practice. Translation exercises, key to exercises, Kamba vocabulary list, bibliography, and index.

B. Descriptions

Brutzer, E.
1905 Handbuch der Kambasprache. N.p. Pp. 100.

Farnsworth, E.M.
1957 Kamba Grammar. N.p.: African Inland Mission. Pp. 141.
Lindblom, Gerhard.
1926 Notes on Kamba Grammar. Uppsala: Aktiebolag. Pp. 100.

C. Dictionaries

Mbiti, John S.
1959 English-Kamba Vocabulary. Nairobi: East African Literature Bureau. Pp. 52.
Language Committee of the Africa Inland Mission in Ukamba.
1970 A Kikamba-English Dictionary. 3rd ed. Nairobi: Machakos. Pp. 239.

D. Readers

Mbiti, John S.
1966 Akamba Stories. Oxford: Clarendon Press.

KANURI C-12

1 CLASSIFICATION AND WHERE SPOKEN

"Kanuri is a Western Saharan language of the Saharan branch of the Nilo-Saharan family and is spoken in Nigeria (in parts of Sokoto, Gongola, Kaduna, Kanu, Bauchi states and most predominantly in Borno state), in Niger (in the eastern prefectures of Zinder and Diffa, with some speakers also found in the Bilima arrondissement of the Agadez prefecture), and in Cameroun. Its sister language Kanembu is spoken in Chad around the northern, eastern and southern shores of the disappearing Lake Chad" (Hutchison, p.c., 1985).

2 NUMBER OF SPEAKERS

WTPR (1982) states 3.5 million; Brann (personal communication, 1983) states there are about 4 million speakers, while Voegelin and Voegelin (1977) list "about a million speakers." Heine (1970), drawing from Westerman and Bryan (1952), lists approximately one million speakers. Hutchison (p.c., 1985) states: "Given the very significant population of speakers of Kanuri in Nigeria, I suggest that Brann's estimate (p.c., 1983) of approximately four million speakers is the most accurate."

3 USAGE

Hutchison (personal communication, 1985) reports "Kanuri is" (reports Hutchison, p.c., 1985) one of the major national languages in Nigeria and of Niger. It is one of the twelve languages selected for implementation in the Universal Primary Education Program and in Niger it is one of five nationals being implemented in the primary program of educational reform."

4 DIALECT SURVEY

Cyffer (personal communication, 1985) gives the following breakdown of Kanuri dialects: (A) Nigeria (Maiduguri, Sugurti, Mober, and Manga); (B) Niger (Kanembu dialects, Mober, and Manga; and (C) Chad (Kanembu dialects). Hutchison (personal communication, 1985) reports: "The major dialects of Kanuri spoken in Nigeria and Niger are Bilma, Dagera, Fashi, Manga, Mobar, and Yerwa. A wide range of dialects of Kanembu are spoken in Chad and certain of the westernmost dialects, a very few of which are spoken on the former shores of Lake Chad in eastern Niger (Kuburi, Suwurti, and Tumari) are mutually intelligible with the Mobar dialect of Kanuri. The Kogono dialect of Kanembu spoken in the Kanem region north of lake is also mutually intelligible with the Mobar dialect and is the dialect that has traditionally been used to broadcast Kanembu in Chad. In Nigeria, the dialect emerging as most important is Yerwa of Maiduguri, owing to the city's historical and present day political importance. The Yerwa dialect closely resembles that spoken by the Mobor (or Mowar) dialect. Its population straddles the Nigeria-Niger border area. In Niger, more than half of the Kanuri-speaking population is for the most part Manga and partially Dagera speaking. The Manga and Dagera dialects are fully mutually intelligible, though significantly different from the Mobar and Yerwa dialects." (Hutchison, personal communication, 1985).

5 ORTHOGRAPHY STATUS

"A standardized Romanized orthography (known in Nigeria as the Standard Kanuri Orthography) was developed and officially approved by the Kanuri Language Board in Maiduguri, Nigeria, in 1975. The Borno Local Authority established a committee for the development of an official Ajami (Arabic script) orthography of Kanuri, but the work was never completed. Kanuri was one of the languages whose alphabet was discussed at the 1966 UNESCO Bamako meeting.) The Republic of Niger is presently developing its own standardized orthography of Kanuri. Since there is far greater dialect diversity in Niger than in Nigeria, this task is far more difficult, as will be the task of attempting to harmonize this orthography with Nigeria's Standard Kanuri orthography" (Hutchison, p.c., 1985).

6 SETS OF LEARNING MATERIALS REQUIRED

One set of language learning materials should be sufficient.

7 RESOURCES

A. Institutional Resources
- *Boston University
- *Michigan State University
- *Summer Institute of Linguistics, London
- University of Maiduguri
- University of Niamy

B. Individual Resources

Shettima Bukar	Tijani El-Miskin
Norbert Cyffer	John P. Hutchison
Ngaran Dapchi	K.A. Jarrett

8. EVALUATIONS

Reviewers: John Hutchison and Norbert Cyffer

A. Learning Materials

I. Identification of materials:
1. Awobuluyi, Introductory Kanuri, 1969
2. Raulin, Kanouri, 1966
3. Ellison, An English-Kanuri Sentence Book, 1937

KANURI (continued)

II. General Description:	1	2	3
a) Level	B	B	B
b) Dependency	D	D	D
c) Methodology	D+R	NG	SA*
d) Number of Pages	300	112	120
e) Printing Quality	F	F	G
f) Linguistic Coverage	F	F	P
g) Ranking			

III. Indication of:	1	2	3
a) Tone Marking	Y	N	N
b) Dialect Choice	Y	N	N
c) Author background	Pa	N	N

IV. Chapter design:	1	2	3
a) Dialogs	35	25	
b) Notes on Dialogs	5	5	
c) Readings		10	
d) Grammar Drills	20	15	
e) Grammar Notes	20	5	50
f) Vocabulary	15	10	10
g) Tests			
h) Illustrations			
i) Communication Act.			
j) Other	5+	25++	40*

V. Representativeness of	1	2	3
Cultural Situations	Y	Y	N

D+R = dialog memorization plus reinforcing drills;
NG = Not given;
SA =Sentential approach
+ = cultural notes; ++ = verb conjugations;
* = Sentences in Kanuri with English translations.

B. Descriptive Materials:

I. Identification of materials:

1. Benton, The Languages of the People of Bornu, repr. 1968
2. Cyffer, Syntax des Kanouri, 1974
3. Cyffer/Hutchison, The Standard Kanuri Orthography, 1976
4. Hutchison, Aspects of Kanuri Syntax, 1976
5. Hutchison, A Reference Grammar of the Kanuri Language, 1981
6. Jarrett, Kanuri Phonology Reconsidered, 1977
7. Lukas, A Study of the Kanuri Language, repr. 1967

II. General Description:	1	2	3	4	5	6	7
a) Level	B,I	I,A	B,I,A	I,A	I,A	I,A	B,I
b) Adequacy as Descr.	P	G	G	G	G	G	G
c) Suitability for Ref.	N	Y	Y	Y	Y	Y	Y
d) Number of Pages	Vol.2	223	113		363	100	
e) Printing Quality	G	G	G	G	G	G	G
f) Ranking							

KANURI (continued)

III. Adequacy of:	1	2	3	4	5	6	7
a) Phonology analysis	N	NA	Y	NA	NA	Y	N
b) Tone analysis	N	NA	N	NA	NA	NA	Y
c) Morphology analysis	N	NA	NA	NA	Y	NA	Y
d) Syntax analysis	N	Y	NA	N	Y	NA	N
e) Explanations clear	Oc	Y	Y	Us	Us	Us	Us
IV. Indication of:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
a) Dialect Choice	Y	Y	Y	Y	Y	Y	Y
b) Author background	Pa	Y	Y	Y	Y	Y	Y
c) Examples given	Oc	Y	Y	Y	Y	Y	Y
d) Examples translated	Y	Y	Y	Y	Y	Y	Y

C. Dictionaries

I. Identification of dictionaries:

1. Hutchison and Cyffer, A Dictionary of the Kanuri Language, forthcoming

II. General Description:	1
a) Level	C,H
b) Intended Use	G
c) Number of Entries	10K
d) Parts of Speech	Y
e) Printing quality	NA
f) Ranking	
III. Use of:	**1**
a) Examples	Y
b) Translations	Y
IV. Indication of:	**1**
a) Tone Marking	Y
b) Dialect Choice	Y
c) Author background	Y

D. Reading Materials:

I. Identification of materials:

1. Bukar and Hutchison, Hawarwa Kanuribe, 1977
2. _____________, Nyariwa Kanuribe, 1977
3. Gamboru, Semone m Wuro Sarusegene!, 1979
4. Koelle, African Native Literature or Proverbs, Tales, Fables, and Historical Fragments in the Kanuri or Bornu Language, repr.1968

II. General Description:	1	2	3	4
a) Level	AS,A	AS,A	A	I,A
b) Organization	(See note)			
c) Annotations (Y/N)	N	N	N	Y
d) Number of Pages	50	50	57	434
e) Printing Quality	G	G	G	G
f) Ranking				
III. Indication of:	**1**	**2**	**3**	**4**
a) Tone marking				
b) Dialect Choice	Y	Y	Y	Y
c) Author background	Y	Y	Y	Y

Notes

1. The story book contains 19 folktales, all of which are presented in the standard Kanuri orthography. Book originally designed for the adult reader, but is nonetheless valuable for the learner.
2. Contains 21 short stories, all presented in the Standard Kanuri Orthography. Despite the lack of explanatory notes, this collection could be valuable to the advanced learner.
3. Impressive collection of Kanuri narratives (with translations) and a Kanuri-English lexicon of several thousand entries.

AS= Adult Speaker

9. BIBLIOGRAPHY

A. Learning Materials

Awobuluyi, Oladele.
1969 Introductory Kanuri. Introduction au Kanouri. Washington, DC: Center for Applied Linguistics. Pp. 298. Twenty lessons, vocabulary list in each, English-Kanuri-French and Kanuri-English-French glossaries.

Ellison, R.E.
1937 An English-Kanuri Sentence Book. London: Crown Agents for the Colonies. Pp. 120. Intended as a supplement to Lukas, A Study of the Kanuri Language, Grammar and Vocabulary.

Raulin, George.
1966 Kanouri. San Francisco: Peace Corps Training Center, San Francisco State College. Pp. 112. Introductory lessons in Kanuri, designed for use with instructor and native informant.

B. Descriptions

Benton, Philip A.
1968 The Languages and Peoples of Bornu: Being a Collection of the Writings of P.A. Benton. 2 vols. London: Cass.

Hutchison, John P.
1976 Aspects of Kanuri Syntax. Ann Arbor, Mi.: Univeristy Microfilms. Pp. 298.
1981 A Reference Grammar of the Kanuri Language. Madison: African Studies Center, University of Wisconsin. Pp. 363.

Lukas, Johannes.
1967 A Study of the Kanuri Language, Grammar and Vocabulary. New York: International Publications Services, reprint of the 1937 edition. Pp. 253.

KANURI (continued)

C. Dictionaries

Hutchison, John P. and N. Cyffer.
forthcoming *A Dictionary of the Kanuri Language*. Northern Nigerian Publishing Company.

D. Readers

Koelle, Sigismund Wilhelm.
1854 *African Native Literature, or Proverbs, Tales, Fables and, Historical Fragments in the Kanuri or Bornu Language*. London: Church Missionary House. Pp. 434.

E. Others

Bukar, Shettima, ed.
1977 *Hawarwa Kanuribe (stories)*. Northern Nigerian Publishing Company. Pp. 50.
1977 *Nyariwa Kanuribe*. Northern Nigerian Publishing Company. Pp. 50.

KIKUYU C-13

1 CLASSIFICATION AND WHERE SPOKEN

Kikuyu (technically, Gikuyu) (Guthrie E51) belongs to the Kamba-Kikuyu subgroup of Bantu and is spoken in an area extending from Nairobi to the southern and southwestern slopes of Mt. Kenya, in Kenya.

2 NUMBER OF SPEAKERS

The 1979 Kenya census gives 3,202,821 Kikuyu (by tribal/national affiliation). Voegelin and Voegelin (1977) list 1,028,000 speakers. Alexandre (1981) estimates 2,250,000 speakers for the whole Kikuyu-Kamba (E50) group.

3 USAGE

Kikuyu is an important regional language. It is broadcast on the Voice of Kenya.

4 DIALECT SURVEY

A dialect survey is given in Heine (1980); six mutually intelligible dialects are noted.

5 ORTHOGRAPHY STATUS

A standard orthography exists.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials is sufficient.

7 RESOURCES

A. Institutional Resources
- *Department of Adult Education, Nairobi
- *Michigan State University
- *Northern Illinois University
- *University of Wisconsin at Madison

B. Individual Resources
- Patrick Bennett
- Victoria L. Bergvall
- Ann Bierstecker
- Christopher Eheret
- Kevin Ford
- Karega Mutahi
- John Thiuri

KIKUYU (continued)

8. EVALUATIONS

Reviewers: P.R. Bennett and Kevin Ford

A. Learning Materials

I. Identification of materials:
1. Barlow, Studies in Kikuyu Grammar and Idiom, 1950
2. Leakey, First Lesson in Kikuyu, 1959
3. Bennett et al., Gikuyu ni Kioigire: A First Course in Kikuyu, 1985
4. Gecaga, A Short Kikuyu Grammar, 1955
5. Benson and Kahahu, A Kikuyu Course, 1970

II. General Description:	1	2	3	4	5
a) Level	B	I	B	B	B
b) Dependency	I	I	I	Supp	I
c) Methodology	GT	GT	PAL*	GT	MAL*
d) Number of Pages			3Vol.	156	239
e) Printing Quality	G	G	G	G	G
f) Linguistic Coverage	G	F	G	F	G
g)					
Ranking					
III. Indication of:	**1**	**2**	**3**	**4**	**5**
a) Tone Marking	N	N	Y	N	Y
b) Dialect Choice	Y	N	Y	N	N
c) Author background	Y	N	N	N	Pa
IV. Chapter design:	**1**	**2**	**3**	**4**	**5**
a) Dialogs					25
b) Notes on Dialogs					
c) Readings					
d) Grammar Drills	15	10	30	25	20
e) Grammar Notes	80	80	45	50	35
f) Vocabulary	5	10		25	15
g) Tests					
h) Illustrations			10		
i) Communication Act.			10		5
j) Review			5		
V. Representativeness of	**1**	**2**	**3**	**4**	**5**
Cultural Situations	Y	Y	Y	Y	Y

*PAL = Participatory Audio-Lingual
MAL = Modified Audio-Lingual

B. Descriptive Materials:
NOT GIVEN

C. Dictionaries

I. Identification of dictionaries:
1. Benson, Kikuyu-English Dictionary, 1964

KIKUYU (continued)

II. General Description:	1
a) Level	B,I,A
b) Intended Use	G
c) Number of Entries	20K
d) Parts of Speech	Y
e) Printing quality	G
f) Ranking	G
III. Use of:	1
a) Examples	Oc
b) Translations	Y
IV. Indication of:	1
a) Tone Marking	Y
b) Dialect Choice	Y
c) Author background	Y

V. Notes and Comments:

Detailed translations, tone classes marked, with detailed introductory explanation. Uses conventional orthography but provides pronunciation guide. Cross-references , citations, and derived forms included. Unrevised since 1964, and so does not include new words, but has cultural depth.

D. Reading Materials:
NOT GIVEN

9. BIBLIOGRAPHY

A. Teaching Materials

Barlow, A. Ruffell.
1960 *Studies in Kikuyu Grammar and Idiom*. Rev. ed. Edinburgh: Foreign Mission Committee of the Church of Scotland. Pp. xii, 270.

Bennett, P.
1972 *Kikuyu Coversations*. Madison: University of Wisconsin Language Lab (tapes).
1972 *Kikuyu Paradigms*. Madison, Wisconsin: University of Wisconsin Language Lab (tapes).
1972 *Structure Drills*, Madison, Wisconsin, University of Wisconsin.
1972 *Wirute Guthoma Exercises*. Madison, Wisconsin: University of Wisconsin Language Lab (tapes).

Gecaga, B., and W. Kirkaldy-Willis.
1960 *A Short Kikuyu Grammar*. London: Macmillan. Pp. 156.

Leakey, Louis S.B.
1959 *First Lessons in Kikuyu*. Nairobi: East African Literature Bureau. Pp. 60.

B. Descriptions

Armstrong, Lilias Eveline.
1967 The Phonetic and Tonal Structure of Kikuyu. London: Oxford University Press for the International African Institute of African Languages and Cultures.
Barra, G.
196- 1,000 Kikuyu Proverbs with Translations and English Equivalents. London: Macmillan.
Barlow, A.
1951 Studies in Kikuyu Grammar and Idiom. Edinburgh: William Blackwood.
Overton, Harold J.
1977 "A generative-transformational grammar of the Kikuyu language based on the Nyeri dialect." Ph.D. diss., Louisiana State University, microfilm.

C. Dictionaries

Barlow, A. Ruffell, comp.
1975 English-Kikuyu Dictionary. edited by T.G. Benson. Fair Lawn, N.J.: Oxford University Press. Pp. 332.
Benson, T.G.
1964 Kikuyu-English Dictionary. Oxford: Clarendon Press. Pp. 562.
Gecaga, Bethuel Mareka.
1953 English-Kikuyu, Kikuyu-English Vocabulary. Dar es Salaam: Eagle Press.
------, and W. Kirkaldy-Willis.
n.d. English-Kikuyu, Kikuyu-English Vocabulary. Dar es Salaam: Eagle Press.
Gorman, Thomas Patrick.
1972 A Glossary in English, Kiswahili, Kikuyu and Dholuo. Sydney: Cassell & Co. Pp. 111.

E. Readers

Kago, F.
1953 Wirute Guthoma. Nelson's Kikuyu Readers. London: Thomas Nelson and Sons.

F. Others

Njururi, Ngumbu.
1969 Gikuyu Proverb. London: Macmillan.

KIMBUNDU A-19

1 CLASSIFICATION AND WHERE SPOKEN

Kimbundu belongs to the Kimbundu Group of Bantu (Guthrie H21) and is spoken in the Angolan provinces of Luanda, Bengo, Malanje, and Cuauza-Norte. Kimbundu should not be confused with Umbundu (Guthrie R10).

2 NUMBER OF SPEAKERS

Alexandre (1981) estimates around 150,000 speakers. Voegelin and Voegelin (1977) list one million speakers.

3 USAGE

Kimbundu is one of the national languages of Angola and is being used in literacy projects in that country.

4 DIALECT SURVEY

No detailed dialect survey is known to us as of this writing.

5 ORTHOGRAPHY STATUS

A UNESCO-sponsored literacy project in 1981-1982 has possibly helped to standardize an orthography. Tone is not marked in these literacy materials.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known how many sets of learning materials would be needed.

7 RESOURCES

A. Institutional Resources
    *Instituto Nacional de Linguas, Luanda.

B. Individual Resources
    Mira Trifkovic

8. EVALUATIONS

The materials available were judged to be insufficient for a meaningful evaluation.

KIMBUNDU (continued)

9. BIBLIOGRAPHY

A. Descriptions

Chatelain, H.
1964 *Grammatica elementar do kimbundu ou lingua de angola*. Ridgewood, N.J.: Gregg Press. Pp. 196.
Maia, Antonio da Silva.
1964 *Licoes de Gramatica de Quimbundo*. Cucujaes, Angola: Editorial Missoes. Pp. 201.

B. Dictionaries

Maia, Antonio da Silva.
1964 *Dicionario rudimentar portugues-kimbundo*. Cucujaes, Angola: Editorial Missoes. Pp. 146.
1964 *Dicionario Complementar: Portugues-Kimbundu-Kikongo; Linguas Nativas do Centro e Norte de Angola*. Cucujaes, Angola: Editorial Missoes.

C. Others

Victor, Geraldo Bessa.
1970 *Quinjango no Folclore Angolense*. Braga: Editora Pax.

KONGO (Kituba) A-9

1 CLASSIFICATION AND WHERE SPOKEN

The term "Kongo" encompasses a group of Bantu dialects, Guthrie's general heading (H10) as well as the subbranch (H16). It is spoken in Angola, Congo, Gabon, and Zaire.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 3 million speakers in Congo alone. The 1960 Angola census notes 621,787 Kongo speakers. Voegelin and Voegelin (1977) list 1,500,000. Alexandre (1981) tentatively suggests a minimum of 2.5 million.

3 USAGE

Kongo is a literary language and a langue vehicular (known as Kituba) used throughout this area of Africa. Kongo is used as a lingua franca in Zaire and in metropolitan Brazzaville. UNESCO/UDP has prepared materials for a literacy campaign in Angola. Kikongo is heard on La Voix de la Revolution (Congo) and La Voix du Zaire.

4 DIALECT SURVEY

Heine (1970) reports that the major dialect distinction is between west and east and the influence of the first languages spoken in each area. Voegelin and Voegelin (1977) report nine dialects of Kikingo, while Lay (personal communication, 1983) reports twelve, with eight in Zaire, two in the Congo, and two in Angola.

5 ORTHOGRAPHY STATUS

There is a standard literary orthography, but tones are generally not marked.

6 SETS OF LEARNING MATERIALS REQUIRED

Because of Kikongos mutual intelligibility and the existence of a standard orthography, only one set of materials would be necessary.

KONGO (Continued)

7 RESOURCES

A. Institutional Resources
- *Laboratoire d'Information et Linguistique Appliquee
- *Langues et Civilisations a Tradition Oral (CNRS)
- *Mennonite Bretheren Missions
- *Morgan State University
- *Seminar fur Vergleichende und Indogermanische Sprachwissenshaft,Berlin
- *University of Bern-Dozentur fur Afrikanistik
- *University of Giessen
- Institut fur Afrikanistik, Vienna
- Christian Missionary Alliance

B. Individual Resources
- Donald S. Deer
- John Ellington
- Harold Fehderau
- Jean-Marie Hombert
- Maria Celeste P.A. Kounta
- Salikoko Mufwene
- Ungima Ndoma
- Paul Ngarambe
- Klaus Piper
- Charles Stuart
- Anton Vorbichler

8. EVALUATIONS

The evaluations requested did not appear in time to be included in this volume.

9. BIBLIOGRAPHY

A. Teaching Materials

Dereau, Leon.
1955 Course de Kikongo. Namur, Belgium: Maison d'Editions Ad. Wesmael-Charlier. Pp. 233. Pedagogical grammar-textbook.
Several Authors
n.d. L'ikele ve sans peine. Zaire: P. Ngarambe. Beginning level.
Severn, Beth.
1948 Kikongo Language Manual. Nyack, N.Y.: Christian Missionary Alliance, American Baptist Foreign Mission Society. Pp. 231.
Swift, Lloyd B., and E.W.A. Zola.
1963 Kituba Basic Course, Washington, D.C.: Foreign Service Institute. Pp. 495. Tapes, Michigan State University.

B. Description

Carter, Hazel.
1973 Syntax and tone in Kongo. London: School of Oriental and African Studies. Pp. 340.

KONGO (Continued)

Clerq, L.
1921 *Grammaire du Kiyombe*. Brussels: Goemaere. Pp. 92.
Daelman, Jan.
1966 *Morfologie van naamwoord en werkwoord in het Kongo (Ntandu), met ontleding van het foneemsysteem*. Leuven. Pp. 404.
Eynde, Karel van den.
1968 *Elements de grammaire yaka; phonologie et morphologie flexionnelle*. Kinshasa: Publications de l'Universite Lovanium. Pp. 114.
Fehderau, Harold W.
1962 *Descriptive Grammar of the Kituba Language: A Dialectal Survey*. Leopoldville Kinshasa : American Mennonite Brethren Board of Missions. Pp. 229.
Jaquot, Andre, and others.
1976 *Etudes bantoues II (myene et laadi)*. Paris: SELAF. Pp. 110.
Lumwamu, Francois.
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Meeussen, A.E., and D. Ndembe.
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KONGO (continued)

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KPELLE C-9

1 CLASSIFICATION AND WHERE SPOKEN

Kpelle (known as Kpelle in Liberia and as Guerze in the Republic of Guinea) belongs to the southwestern branch of Mande, Niger-Congo.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 299,000 speakers in Liberia. Gnielinski (1972) gives a figure of 500,000. Voegelin and Voegelin (1977) estimate between 250,000 and 500,000 speakers in southern Guinea.

3 USAGE

Kpelle is a local language in Guinea and Liberia. It is broadcast in Liberia.

4 DIALECT SURVEY

No formal dialect survey is known to us. Dwyer reports (personal communication, 1983) that Kpelle displays dialectal variations from east to west. Welmers (personal communication, 1986) elaborates as follows: "Speakers of southwestern dialects have considerable difficulty, at first, in communicating with Guineans, however, ... after some practice, mutual intelligibility is pretty good."

5 ORTHOGRAPHY STATUS

Although various orthographies exist, no authorized standard currently exists. However, the orthography developed in the Welmers (1955) materials is, according to Welmers, "pretty much the only orthography known to native speakers."

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials is sufficient.

7 RESOURCES

A. Institutional Resources
- *Institute for Liberian Languages
- *Kalamazoo College
- *Kpelle Language Literature Center
- *Michigan State University

B. Individual Resources

Rev. Joseph Allison	John H. Manawu
David J. Dwyer	William E. Welmers
Rev. T. Leidenfrost	

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KPELLE (continued)

8. EVALUATIONS

Reviewer: David Dwyer

A. Learning Materials

I. Identification of materials:
1. A first course in Kpelle, Welmers and Spehr.
2. Beginning Kpelle: A Course for Speakers of English, Kohn, James J. et al.
3. A learner directed approach to Kpelle. Thach, S.
4. Spoken Kpelle, Welmers and Spehr. (Same as #1)

II. General Description:	1	2	3	4
a) Level	B	B	B	--
b) Dependency	I	D	I	--
c) Methodology	AL	AL	AL	--
d) Number of Pages	184	343	260	--
e) Printing Quality	G	G	G	--
f) Linguistic Coverage	G	F	G	--

III. Indication of:	1	2	3	4
a) Tone Marking	Y	Y	Y	--
b) Dialect Choice	N	N	Y	--
c) Author Background	N	N	N	--

IV. Chapter Design:	1	2	P	4
a) Dialogs	10	5	12	--
b) Notes on Dialogs	11	0	--	--
c) Readings	0	0	06	--
d) Grammar Drills	21	57	25	--
e) Grammar Notes	33	7	28	--
f) Vocabulary	15	5	10	--
g) Review	10	0	6	--
h) Illustrations	0	7	13	--
i) Communication Act.	S	Y	**	--

V. Representativeness of Cultural Situations	1	2	3	4
	S	S	Y	--

VI. Overall Evaluation:
1. Excellent discussion of syntax; useful dialogs and drills; not as much cultural information as #3 but very useful.
2. Does have some cultural material but not a great deal. Very limited vocabulary (ca 300 items). Syntax limited primarily to simple sentences.
3. Best introductory text available.
4. Same as #1.

VII. Notes and Comments:
1. Essentially the same as Spoken Kpelle, Welmers and Spehr, 1951.
2. Primarily a grammar and drills book. The limited vocabulary renders these drills less effective, even as a supplement to another textbook.

3. Dialogs and readings reflect a broad range of cultural activities. Rich use of vocabulary. Designed to be used without a teacher. Many suggestions for continued learning. Lessons arranged around functional-notional topics.
4. Same as #1.

B. Descriptive Materials

I. Identification of Materials:
1. La langue guerze, Castelain, J.
2. Grammaire guerze, Lassort, P.
3. "The Phonology of Kpelle," Welmers, W.E.
4. The morphology of Kpelle nominals, Welmers, W.E.
5. Die Kpelle Sprache in Liberia, Westermann, D.
6. The Kpelle language in Liberia, Westermann and Melzian.
7. Mathematics and logic in the Kpelle language, Gay et al.

II. General Description:	1	2	3	4	5	6	7
a) Level	Tch	Ref	Tch	Tch	Ref	Ref	Tch
b) Adequacy as Descr.	G	G	E	E	NR	P	G
c) Suitability for Ref.	F	F	N	Y	NR	N	N
d) Number of Pages	103	116	25	29	NR	85	152
e) Printing Quality	E	E	E	E	NR	E	F

III. Adequacy of:	1	2	3	4	5	6	7
a) Phonology Analysis	F	G	E	--	NR	F	Y
b) Tone Analysis	P	G	E	--	NR	P	Y
c) Morphology Analysis	G	G	--	E	NR	G	E
d) Syntax Analysis	F	G	--	--	NR	G	E
e) Explanations Clear	Y	Y	Y	Y	NR	Y	E

IV. Indication of:	1	2	3	4	5	6	7
a) Dialect Choice	Y	N	Y	N	NR	Y	N
b) Author Background	N	N	Y	Y	NR	N	Y
c) Examples Given	Y	Y	Y	Y	NR	Y	Y
d) Examples Translated	Y	Y	Y	Y	NR	Y	Y

V. Overall Evaluation:

Any written materials should use the Welmers orthography, which is more or less standard in Liberia. An adequate reference grammar is yet to be written, although the works of Welmers and Gay show that the analysis has already been carried out. At this point, it is difficult to recommend a reference grammar.

VI. Notes and Comments:
1. Treatment of tone (including downstep) is incomplete; not marked following phonology section. Concentrates on simple declarative sentences (little on relative clauses, for example).
2. Brief but fairly comprehensive treatment of Kpelle. Tones are not marked following introductory section.
3. This analysis of phonology and tone is the recognized standard.
4. An excellent survey of Kpelle morphology.
5. Not available for review but essentially the same analysis as #6.

KPELLE (continued)

6. Very brief introduction, little on complex sentences, tone is unmarked. Useful readings section and short dictionary.
7. Based on a Syntactic Structures approach to syntax. Has two foci: (1) to present Kpelle syntax and (2) to examine how mathametical concepts are expressed in the language. Contains very useful information, although technical.

C. Dictionaries

I. Identification of dictionaries:
1. La langue guerze, Castelain, J. (Part III, Dictionary).
2. A basic diction of spoken Kpelle: Kpelle -- English, Welmers.
3. The Kpelle language in Liberia, Westermann and Melzian.

II. General Description:	1	2	3
a) Level	Int	Beg	Beg
b) Intended Use	Ref	Ref	Ref
c) Number of Entries	3K	645	2K
d) Parts of Speech	N	Y	N
e) Printing Quality	E	F	E

III. Use of:	1	2	3
a) Examples	U	U	Oc
b) Translations	Y	Y	Y

IV. Indication of	1	2	3
a) Tone Marking	N	Y	U
b) Dialect Choice	N	Y	N
c) Author Background	N	N	N

V. Overall Evaluation:
1. None of the above cited dictionaries can be considered adequate for student use.

VI. Notes and Comments
1. Tones not usually marked. Good use of examples.
2. Intended as a supplement to Spoken Kpelle and not a complete dictionary.
3. Tones not consistently marked, and few examples given.

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B. Descriptions

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KRIO/PIDGIN (Cluster)

1 CLASSIFICATION AND WHERE SPOKEN

Krio and Pidgin are English-based creole languages. Krio is spoken in Sierra Leone and also around Banjul in the Gambia, as well as on the island of Ngueyma Byogo in Equatorial Guinea. Pidgin is spoken in Cameroun, the southeast quadrant of Nigeria, Ghana, and Togo.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 1,014,000 speakers of Krio in Sierra Leone. Hays (1977) also notes 3,000 speakers in The Gambia. Figures for Nigeria, Cameroun, and Ghana are harder to come by; Reinecke (1979) reports that in Ghana (population 8,500,000) Pidgin English "is widespread except in the north, but held in lower repute than in Nigeria and Cameroun." In Nigeria, with its 61.5 million people, Pidgin English is also widespread in the southeastern quadrant and elsewhere "in urban centers and along trade routes," spoken by as many as 10 - 15 million. In Cameroun (population 5.7 million), Pidgin English is concentrated in what was formerly West Cameroun (population one million) and adjacent areas of former East Cameroun, especially along the coast. This would suggest that Cameroun has more than one million speakers. A mutually intelligible variety of Pidgin English is also spoken on Fernando Po.

3 USAGE

Krio is an official language of Sierra Leone and has wide usage as a second language. Elsewhere, Pidgin is a lingua franca, although there are pockets of first-language speakers in Nigeria and coastal Cameroun. Sierra Leone regularly broadcasts radio and television programs in Krio. Pidgin broadcasts are heard in Nigeria.

4 DIALECT SURVEY

No formal dialect survey of these languages has come to our attention, but Dwyer states (personal communication, 1983) that Krio and the Cameroun and Nigerian Pidgins are mutually intelligible, although they should be definitely taken as separate languages as far as materials are concerned.

5 ORTHOGRAPHY STATUS

Sierra Leone Krio has a dictionary (Flye and Jones, 1980) which is recognized as representing standard Krio spelling. No standard orthography exists for the Pidgins.

KRIO/PIDGIN (Continued)

6 SETS OF LEARNING MATERIALS REQUIRED

Dwyer suggests that three sets of materials (Sierra Leone, Nigeria, and Cameroun) would be in order, due mainly to cultural reasons.

7 RESOURCES

A. Institutonal Resources

*Adult Education Unit, Sierra Leone
*Fourah Bay College
*Indiana University
*Kalamazoo College
*Lutheran Bible Translators
*Michigan State University
*Ministry of Ed.,Sierra Leone
*Northwestern University
*Ohio University
*University of Washington
*University of Wisconsin at Madison
*University of Leiden
*Indigenous Languages Education Project (Sierra Leone)
*Institute for Sierra Leone Languages

B. Individual Resources

Peter Akim, Krio/Pidgin
Ibraham Bangura, Krio
Eugenia Coker, Krio
Ayaji Coomber, Krio
David J. Dwyer, Krio/Pidgin
Nicholas G. Faraclas, Krio
C. Magbaily Fyle, Krio
Clifford Nelson Fyle, Krio
Ian Hancock
Beverly Hartford, Krio
Frances Ingemann, Krio
Eldred Jones, Krio
Mac Kali, Krio
Judy Leidy, Krio
John Matiya, Krio
Julie F. Nemer, Krio
Dudley, K. Nylander, Krio
R. Ogheyisi, Pidgin
P.T.N. Okafor, Pidgin
Augusta Phil Omamor, Pidgin
Anna Schnukal, Pidgin
Gilbert Schneider, Pidgen
Janice Siemers, Krio
Richard A. Speers, Krio
Simon Uttenberg, Krio
Albert Valdman, Pidgin
Tom Walters, Krio
Wayne Williams, Krio

KRIO/PIDGIN (Continued)

8 EVALUATIONS

Reviewer: David Dwyer

A. Learning Materials

I. Identification of Materials:
1. Krio: The Creole language,..., Cole, A.
2. Krio: A Handbook of Creole, Coomber.
3. Krio: Krio Basic Course, Funna and Williams
4. Krio: Introductory Krio Language Training Manual, Wilson et al.
5. Pidgin: Nigerian Pidgin: self-study tables and dialogs, Awatefe et al.
6. Pidgin: Introduction to West African Pidgin English, Dwyer, D.
7. Pidgin: First Steps in Wes Kos, Schneider, G.
8. Pidgin: Second Steps in Wes Kos, Schneider, G.
9. Pidgin: Masa Troki Tok Sey..., Schneider et al.

II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	NR	B	NR	B	NR	B	B	I	--
b) Dependency	NR	I	NR	I	NR	I	I	I	--
c) Methodology	NR	AL	NR	AL	NR	AL	AL	AL	--
d) Number of Pages	113	109	116	332	NR	572	81	91	--
e) Printing Quality	NR	F	NR	G	NR	G	G	F	--
f) Linguistic Coverage	NR	F	NR	G	NR	E	E	E	--
III. Indication of:	1		2	3	4	5	6	7	--
a) Tone Marking	NR	N	NR	Y	NR	Y	Y	Y	--
b) Dialect Choice	NR	N	NR	N	NR	Y	N	N	--
c) Author background	NR	N	NR	Y	NR	N	N	N	--
IV. Chapter design:	1	2	3	4	5	6	7	8	9
a) Dialogs	NR	14	NR	9	NR	20	30	30	--
b) Notes on Dialogs	NR	0	NR	0	NR	07	17	17	--
c) Readings	NR	9	NR	12	NR	12	0	0	--
d) Grammar Drills	NR	39	NR	31	NR	22	* 4	4	--
e) Grammar Notes	NR	28	NR	0	NR	07	39	39	--
f) Vocabulary	NR	10	NR	6	NR	0	5	5	--
g) Tests	NR	0	NR	12	NR	0	*--	*--	--
h) Illustrations	NR	0	NR	15	NR	2	2	2	--
i) Communicative Act.	NR	0	NR	0	NR	*--	*--	*--	--
j) Tests	NR	0	NR	12	NR	0	0	0	--
V. Representativeness of	1	2	3	4	5	6	7	8	9
Cultural Situations	NR	F	NR	E	NR	E	E	E	E

VII. Overall Evaluation:

1. Krio: Although we cannot comment on #1 and #3, #4 is a very effective introductory textbook. Since grammar is dealt with inductively (rather than explicitly), many students will find a supplementary reference grammar useful. Some useful dialogues and texts can be found in #2.

2. Pidgin: Both the Dwyer and the Schneider have been used successfully; both contain material that complements the other.

KRIO/PIDGIN (Continued)

VII. Notes and Comments:

1. Not available for review.
2. Tones are not marked; grammar is not fully presented (for example, tense/aspect, relative clauses).
3. Not available for review.
4. Only brief reference to grammar (10 pages). Tone analysis is incomplete. Drills are highly structural but contain considerable cultural material.
5. Not available for review.
6. Phonemic tone marking. Drills and exercises have been included in a Wes-Kos Workbook. Every seventh lesson is a review. Includes 61-page glossary and 70 pages of readings. Although based primarily on Camerounian varieties, reference is made (with examples) to Nigerian forms. Contains a number of misprints.
7. Tones (#6 and #7) marked only to avoid ambiguity. Dialogs and associated notes are rich with cultural materials.
8. This volume continues in the same format as #6.
9. This is a revised and enhanced version of #6. Contains introduction on Pidgin English, added illustrations by Solomon Ndikvu, and readings.

B. Descriptive Materials

I. Identification of Materials:

B. Descriptions:

Krio

1. An Outline Grammar of Sierra Leone Krio, Berry.
2. A descriptive study of Krio phonology, Cole, E. T.
3. Lexique fondamental du krio, Nylander, Dudley K.
4. The Sierra Leone Patois, Sawyerr, H.

Pidgin

5. West African Pidgin English, Agheyisi, R.
6. Social and Linguistic History of Nigerian Pidgin English, Barbag-Stoll.
7. Nigerian Pidgin English Sentence Complexity, Eze.
8. West African Pidgin English, Schneider, G.
9. Pidgin English of West Cameroon, Todd, L.

II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	NR	NR	NR	NR	TCH	REF	TCH	REF	NR
b) Adequacy as Descr.	NR	NR	NR	NR	*E	G	G	E	NR
c) Suitability for Ref.	NR	NR	NR	NR	N	Y	N	Y	NR
d) Number of Pages	NR	84	NR	220	218	128	193	242	158
e) Printing Quality	NR	NR	NR	NR	G	E	E	E	NR

III. Adequacy of:	1	2	3	4	5	6	7	8	9
a) Phonology Analysis	NR	NR	NR	NR	NR	G	N	G	NR
b) Tone Analysis	NR	NR	NR	NR	NR	P	N	F	NR
c) Morphology Analysis	NR	NR	NR	NR	NR	G	N	E	NR
d) Syntax Analysis	NR	NR	NR	NR	NR	N	E	E	NR
e) Explanations Clear	NR	NR	NR	NR	Y	Y	Y	Y	NR

KRIO/PIDGIN (Continued)

IV. Indication of:	1	2	3	4	5	6	7	8	9
a) Dialect Choice	NR	NR	NR	NR	NA	Y	Y	N	NR
b) Author Background	NR	NR	NR	NR	NR	Y	Y	Y	NR
c) Examples Given	NR	NR	NR	NR	NR	Us	Y	Y	NR
d) Examples Translated	NR	NR	NR	NR	NR	Us	Y	Y	NR

V. Overall Evaluation:

1. Krio: None of these materials were available for evaluation.
2. Pidgin: Despite some technical language, #8 is an excellent reference grammar for Cameroun Pidgin, based on solid analysis of texts. A combination of #6 and #7 will give some idea of the grammar of Nigerian Pidgin.

VI. Notes and Comments:

1. Not available for review.
2. Not available for review.
3. Not available for review.
4. Not available for review.
5. Not available for review.
6. Contains a 49 page grammatical focusing primarily on phonology and morphology. Virtually no syntax.
7. Focuses primarily on the way in which Nigerian Pidgin constructs complex sentences.
8. Tonal analysis is incomplete. Contains a wealth of texts. Syntax analysis goes beyond simple sentences.
9. Not available for review.

C. Dictionaries

I. Identification of Dictionaries:

C. Dictionaries:

1. Krio: Lexique fondamental du krio, Nylander, Dudley K.
2. Krio: A Dictionary of Sierra Leone Krio, Berry, Jack
3. Krio: Krio Dictionary, Fourah Bay College, Fyle and Jones
4. Krio: Dictionary of Sierra Leone Krio, Hancock, I.
5. Pidgin: Cameroons Creole Dictionary, Schneider, G.
6. Pidgin: Pidgin English Proverbs, Schneider, G.
7 Pidgin: A Preliminary Glossary: English-Pidgin, Schneider.
8 Pidgin: Introduction to West African Pidgin English, Dwyer

II. General Description:	1	2	3	4	5	6	7	8
a) Level	NR	NR	A	NR	NR	A	A	B
b) Intended Use	NR	NR	REF	NR	NR	REF	REF	REF
c) Number of Entries	NR	NR	30K	NR	NR	800	5K	1.2K
d) Parts of Speech	NR	NR	Y	NR	NR	N	N	Y
e) Printing Quality	NR	NR	E	NR	NR	G	G	G
III. Use of:	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
a) Examples	NR	NR	Y	NR	NR	Y	N	N
b) Translations	NR	NR	Y	NR	NR	Y	Y	Y
IV. Indication of	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
a) Tone Marking	NR	NR	Y	NR	NR	N	N	Y
b) Dialect Choice	NR	NR	Y	NR	NR	N	N	Y
c) Author Background	NR	NR	Y	NR	NR	N	N	N

KRIO/PIDGIN (Continued)

V. Overall Evaluation:
1. Krio: The Fyle and Jones dictionary (#3) is excellent for both learners and native speakers.
2. Pidgin: A full entry dictionary with tones fully specified along with contextual examples is yet to be written. Meanwhile some use can be gained from #5, #6, #7, and #8.

VI. Notes and Comments
1. Not available for review
2. Not available for review.
3. Excellent as a reference dictionary for learners and first-language users alike.
4. Not available for review.
5. Not available for review.
6. Contains useful cultural information.
7. The English-Pidgin glossary focuses on putting English terms into Pidgin; consequently, many culturally relevant terms are omitted. Tone is not marked.
8. Intended primarily as a supplement to the textbook with which it is associated; does not give examples of usage.

D. Readers:

I. Identification of Materials:
1. Krio: Cunnie Rabbit, Mr. Spider and other beef, Cronise and Ward
2. Krio: Julius Caesara by William Shakespeare, Decker, T.
3. Krio: Udat de kiap fit, Decker, T.
4. Krio: Anthology of Krio Folklore and Literature, Turner, Lorenzo.
5. Krio: Krio texts with grammatical notes and translations in English, Turner, Lorenzo.
6. Pidgin: Wes-Kos Nus, Ndikivu, S.
7. Pidgin: Di Gud Nyus Hawe St. Mark bi Ratam, Societe Biblique.
8. Pidgin: Cameroun, Todd.

II. General Description:	1	2	3	4	5	6	7	8
a) Level	A	A	A	A	B	B	A	A
b) Organization	NR	NA	NA	E	E	E	NA	E
c) Annotations (Y/N)	NR	N	N	Y	Oc	N	N	Y
d) Number of Pages	330	77	10		115	48	52	175
e) Printing Quality	E	E	E	E	G	F	E	E

III. Indication of:	1	2	3	4	5	6	7	
a) Tone Marking	NR	N	N		N	Oc	N	N
b) Dialect Choice	NR	N	N		N	N	N	N
c) Author Background	NR	N	N		N	Y	N	N

IV. Overall Evaluation
1. Krio: All of the Krio entries are useful for pedagogical purposes. Reading #4 in particuliar is designed for beginner use.
2. Pidgin: All entries are useful for pedagogical purposes. Reading #7 is designed for beginner use.

V. Notes and Comments

1. A collection of Krio folktales.
2. A translation of Julius Caesar into Krio.
3. A translation of part of As You Like It into Krio.
4. A collection of Krio folktales.
5. Arranged around a variety of cultural topics and addressed to the beginner.
6. Arranged around a variety of cultural topics and addressed to the beginner.
7. The Gospel according to St. Mark, translated into Krio.
8. A collection of a variety of texts in Camerounian (Pidgin) English and using a variety of orthographies. With notes and translations.

9. BIBLIOGRAPHY

A. Krio: Learning Materials:

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Funna, James A. and Richard A. Williams
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B. Krio Descriptions:

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Nylander, Dudley K.
1979 Lexique fondamental du krio, unpublished.
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1940 The Sierra Leone Patois, a study of its growth and structure, with special reference to tahe teaching of English in Sierra Leone. University of Durham , unpublished M. Ed. thesis. Pp. 220.

C. Krio Dictionaries:

Nylander, Dudley K.
1979 *Lexique fondamental du krio*, presented at the Universite de Grenoble III (France) in 1979 and is a "Diplome d'Etudes Approfondies" (DEA) thesis.

Berry, Jack
1966 *A Dictionary of Sierra Leone Krio*, Northwestern University, Evanston, Illinois, U.S.A. Pp. 376.

Fyle, Clifford N. and Eldred Jones
1974 *Krio Dictionary, Fourah Bay College*, The Authors, Freetown, Sierra Leone.

Hancock, I.
1970 *Dictionary of Sierra Leone Krio, incorporating obsolete words and expressions found in the literature and items peculiar to the dialect of the Gambia*. London: the author . Pp. 158.

D. Krio: Readers:

Cronise, F. and H. Ward
1903 *Cunnie Rabbit, Mr. Spider and other beef; West African folk tales*. London: Swan Sonneschein & Co.; New York: P. Dutton & Co. Pp. 330.

Decker, T.
1964 *Julius Caesara by William Shakespeare, translated into Kriol*. Freetown. Pp. 77. Act 3 Scenes 1 and 2 appear in the *Sierra Leone Language Review* 4:64-78.
1966 Udat de kiap fit: a Krio adaptation of *As you like it*. *Sierra Leone Language Review* 5:50-60.

Turner, Lorenzo
1963 *Anthology of Krio Folklore and Literature*, Chicago, IL: Roosevelt University, 1963. 2 vols.
1965 *Krio texts with grammatical notes and translations in English*. Chicago Roosevelot University. Pp. 115.

E. Pidgin Learning Materials

Awatefe, C. et al.
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Dwyer, D.
1966 *Introduction to West African Pidgin English*. East Lansing: Michigan State University. Pp. 572.

Schneider, G.
1963 *First Steps in Wes Kos*. Hartford: Hartford Studies in Linguistics No. 6, Hartford Seminary Foundation. Pp. 81.
1964 *Second Steps in Wes Kos*. Athens: Ohio University Peace Corps Program. Pp. 48.

KRIO/PIDGIN (continued)

F. Pidgin Descriptions

Agheyisi, R.
1971 West African Pidgin English: a study of simplification and simplicity. Stanford University, unpub. PhD. diss. Pp. 218.
Barbag-Stoll, Anna
1983 Social and Linguistic History of Nigerian Pidgin English. Tubingen: Stauffenberg verlag. Pp. 128.
Eze, Smart N.
1980 Nigerianm Pidgin English Sentence Complexity. Vienna: Bfeitrage zur Afrikanistik Band 8. Pp. 93.
Schneider, G.
1969 West African Pidgin English. Athens: Center for International Studies, Ohio University. Pp. 242.
Todd, L.
1971 Pidgin English of West Cameroon. The Queens University of Belfast, unpub. M.A. Thesis. Pp. 158.
1984 Case Study One: Cameroun Pidgin English. In Modern Englishes: Pidgins and Creoles. Oxford: Basil Blackwell. Pp. 88-152.

G. Pidgin: Dictionaries

Schneider, G.
1960 Cameroons Creole Dictionary, first draft. Bamenda Settlement, Southern Cameroons.
1965a Pidgin English Proverbs. Preliminary ed. East Lansing African Studies Center, Michigan State University. Pp. 46.
1965b A Preliminary Glossary: English-Pidgin, Center for International Studies, Ohio University, Athens, Ohio, U.S.A.

H. Pidgin: Readers:

Ndikivu, S.
1963 Wes-Kos Nus. Athens, Ohio. Pp. 48.
Societe Biblique
1966 Di Gud Nyus Hawe St. Mark Bi Ratam. Societe Biblique: Cameroun - Gabon.
Todd, Loreto
1982 Cameroun. Heidelberg: Julius Groos Verlag. Pp.175.

KRU/BASSA C-10

1 CLASSIFICATION AND WHERE SPOKEN

The term "Kru/Bassa" refers to some of the languages in the Western Kru subbranch of the Kru branch of Niger-Congo. It is spoken in the southern part of Liberia and on into the eastern part of the Ivory Coast. Although considered as a possible subgroup of Kwa by Greenberg (1063), more recently Bennett and Sterk (1977) accord the Kru branch a more distant relationship to Kru, but still within Niger-Congo.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 121,000 speakers in Liberia and the Ivory Coast. A figure of 500,000 is given by Gnielinsky (1972); Liberia's 1974 census gives 214,150 Bassa speakers and 121,400 Kru speakers.

3 USAGE

All the languages in the Kru group are used primarily as local languages.

4 DIALECT SURVEY

At least two dialect surveys have been taken of the Kru group, but because of the complicated nature of the dialect/language situation, more research is needed.

5 ORTHOGRAPHIC STATUS

The orthographic status of the Kru/Bassa languages is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Because of the considerable dialect/language variation in this area and the lack of the necessary comparative data and analysis, including detailed dialect surveys, it is impossible to determine how many sets of learning materials would be needed for these languages.

7 RESOURCES

A. Institutional Resources

*Baptist Mid Mission
*Lutheran Bible Translators
*Christian Extension Missions
World Wide Mission in Liberia
*Indiana University
C.R. Mission
*Institute for Liberian Languages

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KRU/BASSA (continued)

B. Individual Resources

Jana Bertkau, Bassa
David Dalby
Baruch Elimelech, Kru (Klao)
G. Allen Fisher, Bassa
J. Geneuray, Bassa
Darrell Guenter, Kru
Amos Gbaa, Bassa
P.E.H. Hair
Jacob Higgens, Kru
June Jackson Hobley, Bassa
Margaret Hodgson, Bassa
Larry Vanderaa, Bassa
Frances Ingemann
Abba Karanga, Bassa
Nancy Lightfoot, Kru (Klao)
Lynell Marchese
Eleanor Munter, Kru
Sharon Poellot, Kru (Klao)
Alan Sharp, Bassa
John Singler, Kru (Klao)
Don Slager, Bassa
Tim Slager, Bassa
James Squires, Bassa

8. EVALUATIONS

The materials abailable were judged to be insufficient for a meaningful evaluation.

9. BIBLIOGRAPHY

A. Teaching Materials:

Devlin, Edward G. et al.
1968 Beginning Kru: A Course for Speakers of English, U.S.A., San Francisco State College Liberian Language Development, Project, San Francisco, California, 464 pages.

Fisher, G. Allen
1974 Bassa Book, 1-3, J. Macmillian. Mid-Liberia Baptist Mission.

Sharp, Allen et al.
1967 Beginning Bassa: A Course for Speakers of English, San Francisco State College, San Francisco, California, U.S.A. Pp.416.

B. Descriptions:

Bertkau, Jana S.
1975 A Phonology of Bassa, U.S. Peace Corps.

Genevray, J.
1952 "La Langue Des Bassa", Memoires de l'Institut Francais d'Afrique Noir.

Hobley, Jane
1974 Bassa Primer, Liberian Inland Mission, W.E.C. Fort Washington, Pennsylvania, U.S.A.

Rickard, David T.
1970 Kru Grammar:, A Preliminary Study, Liberia, Dpt of Literacy Work and Literature Production of the United, Methodist Church, Monrovia.

KRU/BASSA (continued)

Vanderaa, Larry
1978 *Bassa Grammar*, CR Misssion.

C. *Dictionaries*:

Hobley, J.M.
n.d. *Bassa-English and English-Bassa Dictionary (Bassa/Liberia)*. London, England: Frank Cass and Co., forthcoming.

D. *Others*:

Hobley, June,
1964 "A Preliminary Tonal Analysis of the Bassa Language." *Journal of West African Languages*, 1.2:51-55.
1965 *Bassa Verbal Formations*, *Journal of West African Languages* 2.2:39-50.

LINGALA A-11

1 CLASSIFICATION AND WHERE SPOKEN

Lingala belongs to the Ngala Group of Bantu (Gunthrie C 36) and is spoken along the Lomami, the Ubangi, and the Zaire rivers as far as Kinshasa in Zaire, as well as up the Sangha River through Congo-Brazzaville and the Central African Republic.

2 NUMBER OF SPEAKERS

WTPR (1982) notes an exaggerated figure of 8.4 million speakers. Heine (1970), citing Roberts (1962), gives 1.2 million.

3 USAGE

Lingala is primarily a lingua franca throughout the area described above. It is also used in the Zairean army and in schools. Lingala is broadcast in Zaire (La Voix du Zaire and Radio Candip), in the Congo (La Voix de la Revolution), and in Angola (Radio Nacional de Angola).

5 ORTHOGRAPHY STATUS

A standardized orthography exists, although tone is not marked in any books.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials should be sufficient.

7 RESOURCES

A. Institutional Resources
- *Africa Inland Mission
- *Duquesne University
- *Indiana University
- *Michigan State University
- *Morgan State University
- *Seminar fur Verglichende und Indogermanische Sprachwissenshaft, Berlin
- *Stanford University
- *University of California, Berkeley
- *University of Illinois at Urbana-Champaign
- *University of Paris III (INALCO)
- *University of Western Ontario
- *University of Wisconsin at Madison
- University of Niamey

B. Individual Resources

Eyamba Bokamba
Nkanga Bokembya
Professor Bokula
Stanley L. Cushingham
John Ellington
Gary Engleberg
Christian Filostrat
Helene R. Fuller
Albert Gaunt
Charles Hein
Mary White Kaba
Mukash-Kael
Jan Knappert
Evelyn Kuhnle
Fran Makola
Kohombo Mateene
Salikoko S. Mufwene
Jay Nash
Ungina Ndoma
Paul Ngaramge
Annette Onema-Diawara
Klaus Piper
Paul Stoller
Bill Stough
Kathryn Sundstrand
Roger P. Vallee
Marcel Van Spaandonck
Jennifer Yanco

8. EVALUATIONS

The evaluations for Lingala were not received in time to be included in this publication.

9. BIBLIOGRAPHY

A. Learning Materials

Author ?
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Bokamba, Eyamba G.
1979 *Ekolongonelo ya Lingala: an introductory course*. Urbana: African Studies Program, University of Illinois. (Stenciled.)

Boeck, L.B. de.
1952 *Manuel de Lingala; tenant compte du langage parle et du langage litteraire*. Brussels: Editions de Scheut. Pp. 108.

Bwantsa-Kafungu, S.
1972 *J'apprends le lingala tout seul en trois mois*. Kinshasa: Centre de Recherches Pedagogiques.

Ellington, John.
1974 *A handbook of Kinshasa Lingala*. N.p. (Hartford, Ct.: Trinity College, Kinshasa, or privately published ?). Pp. 94.
forth-coming *Basic Lingala*. Appeared in photocopied form in 1981 and used in language teaching. Contains many drills and grammatical notes.

Hondt, E.
1959 *Le Lingala pour tous*. Brussels: Cuypers. Pp. 206.
196- *Lingala Grammar: Lessons and Exercises*. N.p. Pp. 80.

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Jenkins, Robert M.
1967 A Study of the Lingala Language of the Congo." Ph.D. diss., Duquesne University. Pp. 191.
Odhner, John D.
1981 *English-Lingala Manual*. Washington, D.C.: University Press of America. Pp. 187.
Redden, James, and others.
1970 *Lingala Basic Course*. Washington, D.C.: Foreign Service Institute. Pp. 293.
Van Everbroeck, R.
1958 *Grammaire et exercices lingala*. Antwerp: Standard-Boekhandel. Pp. 200.
1969 *Le lingala parle et ecrit*. Kinshasa. Beginning level.

B. Descriptions

Anciaux, Leon.
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Bwantsa-Kafungu, S.
1970 *Equisse grammaticale de Lingala*. Kinshasa: Universite Louvanium.
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D. Dictionaries

Author?
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Blavier, E.
1958 *Dictionnaire/Woordenboek Lingala- Francais-Neerlandais., Francais-Lingala-Neerlandais., Nederlandais- Lingala-Francais*. Leopoldville: Librairie Congolaise. Pp. 542.
Dzokanga, A.
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Rechenbach, Charles W.
1962 *Lingala-English Dictionary*. 2 vols. Washington, D.C.: U.S. Department of Defense.
Van Everbroeck, R.
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LOZI (Silozi) C-11

1 CLASSIFICATION AND WHERE SPOKEN

Lozi belongs to the Lozi Group of Bantu Proper (Guthrie K20), closely related to Sotho. It is spoken in Western Province, Zambia, and around urban Livingstone, Zambia.

2 NUMBER OF SPEAKERS

Speaker estimates range from 70,000 (Voegelin and Voegelin, 1977) to 450,000 (WTPR 1982). Alexandre (1981) gives a combined figure of 150,000 for Lozi (K20) and Luyana (K30).

3 USAGE

Lozi is an official language in Zambia and an important lingua franca in western Zaire. Lozi is broadcast in Zambia and Zaire, as well as and from South Africa. The Zambian Bureau of Information publishes the monthly *Liseli* in Lozi.

4 DIALECT SURVEY

No dialect surveys have come to our attention.

5 ORTHOGRAPHY STATUS

According to Heine (1970), "Lozi has its own alphabet and literature."

6 SETS OF LEARNING MATERIALS REQUIRED

Given the size and recent development of Lozi, it appears that one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources

No listings available at the time of writing.

B. Individual Resources

No listings available as of this writing.

8. EVALUATIONS

The evaluations requested did not appear in time to be included in this volume.

Lozi (continued)

9. BIBLIOGRAPHY

A. *Learning Materials*

Jalla, Adolphe.
1937 *Elementary Grammar of the Lozi Language*. rev. ed. London: United Society of Christian Literature. Pp. 108.

Mwisiya, M.W.
1977 *Introduction to Silozi grammar*. Lusaka: NECZAM. Pp. 168.

B. *Descriptions*

Colyer, Stanley.
1914 *Sikololo: Notes on the Grammar with a Vocabulary*. London: John Bale. Pp. 53.

Fortune, George.
forthcoming "An Outline of Lozi." *In Language in Zambia*. London: Oxford University Press.

C. *Dictionaries*

Jalla, Adolphe.
1937 *Dictionary of the Lozi Language*. Vol. 1, *Lozi-English*. London: United Society of Christian Literature. Pp. 393.

D. *Other*

Chalinga, G.
1960 *Moloka Mwa Makande*. Lusaka: Zambia Publications Bureau.

Mumbuna, Mufaya.
1957 *Mu Zibe Za Muleneni*. Lusaka: NECZAM.

Muwindawa, Thomas.
1972 *Makandauko a Imute Wa Kalioo*. Lusaka: NECZAM.

Sakubita, M.M.
1965 *Kalabo Wa Mboanjikana*. Lusaka.

Sibetta, O. Kwibisa.
1967 *Ze Patezwa Ba Banca*. Lusaka(?): Zambia Publications Bureau.

LUBA (Chiluba) B-15

1 CLASSIFICATION AND WHERE SPOKEN

Luba or Chiluba is one of three dialects in the Luba-Lulua subgroup of Bantu (Guthrie L31) and is spoken primarily in the Kasayi region of Zaire.

2 NUMBER OF SPEAKERS

Voegelin and Voegelin (1977) list 3.4 million first- and second-language speakers.

3 USAGE

Luba is an official language in Zaire as well as a major lingua franca.

4 DIALECT SURVEY

Voegelin and Vogelin mention three major dialects: Luba-Kasai, Lulua, and Lange. Stappers (1952) notes four dialects western, central, eastern, and southern. The western dialect, while not the largest in speakers, is aknowledged to be the standard used in school instruction and churches.

5 ORTHOGRAPHY STATUS

Chiluba has a standardized orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

Muyumba (personal communication, 1984) states that one set of learning materials would be sufficient for all dialects, with perhaps phonemic variations indicated.

7 RESOURCES

A. Institutional Resources
*Rijksuniversiteit te Leiden

B. Individual Resources

Mukash-Kalel	Kayembe Nzongolo
Ntumba Kafunda	Mrs. Virginia Pruitt
Levi Keidel	Marcel Van Spaandnck
F. Muyumba	Winifred K. Vass

8. EVALUATIONS

The evaluations requested did not appear in time to be included in this volume.

9. BIBLIOGRAPHY

a. Teaching Materials

Beckett, H.W.
1951 *Handbook of Kiluba (Luba-Katanga)*. Mulongon, Zaire: Garenganze Evangelical Mission. Pp. 246.
Willems, Em.
1955 *Le tshiluba du Kasayi pour debutants*. 3d ed. Luluabourg, Zaire: Impr. Mission de Schent. Pp. 281.
1955 *Quelques exercises sur le Tshiluba du Kasayi*. Pp. 32.

B. Descriptions

Coupez, A.
1954 *Etudes sur la langue luba*. Annales, Sciences de l'Homme, Linguistique, vol. 99. Tervuren: Musee Royal du Congo Belge. Pp. 90.
de Clerq, Auguste.
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Fehderau, Harold W.
1962 *Descriptive Grammar of the Kituba Language: A Dialectical Survey*. Leopoldville: American Mennonite Brethren Board of Missions. Pp. 392.
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1947 *Kikaonde Grammar and Word Lists*. Kasempa, Zambia: African Evangelical Fellowship. Pp. 103.
Gillis, Adalbertus.
1973-4 *Mwendela Kiluba*. Vol. 1, *Grammaire pour debutants*; Vol. 2, *Vocabulaire et graphie phonetique (Volume supplementaire)*. Ghent: Henri Dunantlaan.
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1906 *Grammar and Dictionary of the Buluba-Lulua Language as Spoken in the Upper Kasai and Congo Basin*. New York: American Tract Society. Pp. 417.
Mukendi.
1975 *Grammaire Objective du Ciluba Scientifique*. Paris: Presence Africaine.
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1926 *Petit grammaire de la langue kiluba (tshiluba) du Congo Belge, Province du Kasai*. Brussels.
Verbeken, A.
1928 *Abrege de grammaire tshiluba*. Brussels.
Wright, J.L.
forth- "Kaonde: A Brief Description of the Language." *In Language in Zambia*. London: Oxford University Press.

LUBA (Continued)

Wright, J.L., and N. Kamukwamba.
1959 *Kaonde Notebook, with an Elementary Grammar of the Language*. Lusaka: Zambia Publications Bureau. Pp. 64.

C. *Dictionaries*

Avermael, E. van.
1954 *Dictionnaire kiluba-francais*. Annales Ser. in 80, Sciences de l'homme, Linguistique, vol. 7. Tervuren: Musee du Congo Belge. Pp. 838.
de Clerq, Auguste.
1960 *Dictionnaire tshiluba-francais*. Rev. & augm. by Em. Willems. Kinshasa: Societe missionaire de St. Paul. Pp. 392.
Woods, Broughall R.E.
1924 *A Short Introductory Dictionary of the Kaonde Language*, with English-Kaonde Appendix. London: Religious Tract Society. Pp. 234.

D. *Readers*

Mufata, Patrice.
1969 *Le Chant Kasala des Luba*. Paris: Julliard.
Sappers, Leo.
1962 *Textes luba, contes d'animaux. Choix, traduction et introduction*. Annalen - Reeks in 80-Wetenschappen von de Mens, No. 41. Tervuren: Koninklijk Museum voor Midden-Afrika. Pp. 115.

LUO/ACHOLI/LANGO C-17

1 CLASSIFICATION AND WHERE SPOKEN

Luo, Acholi, and Lango are three mutually intelligible languages of the Southern Luo group and the Western Nilotic branch of Eastern Sudanic. Luo is spoken in Kenya and Tanzania; Lango and Acholi are spoken in Uganda.

2 NUMBER OF SPEAKERS

The 1969 Kenya census notes 1.96 million people who give Luo as their "tribal or national affiliation." WTRP (1982) notes 465,000 Acholi speakers in Uganda. Bavin (personal communication, 1983) estimates 500,000 Acholi and 300,000 Lango speakers in Uganda. Johnson (1978) notes 2.02 million in Kenya, or 14 percent of the population. Voegelin and Voegelin (1977) estimate 534,000 Lango and Acholi speakers and 805,000 Luo speakers.

3 USAGE

Luo, Acholi, and Lango may be considered local languages. Luo is broadcast on the Voice of Kenya.

4 DIALECT SURVEY

Although technically these are mutually intelligible, three sets of language materials are suggested because of differing orthographic and political traditions.

5 ORTHOGRAPHY STATUS

Scheven (personal communication, 1983) states there is a standardized orthography, but Bavin (personal communication, 1983) states no standardized orthography is acceptable to all groups.

6 SETS OF LEARNING MATERIALS REQUIRED

7 RESOURCES

A. Institutional Resources
  *Michigan State University
  *University of Western Ontario
  Adult Education Department,
  Ministry of Education, Kenya

B. Individual Resources
  Edith L. Bavin
  Ben G. Blount
  Randall Buth
  Chet Creider
  Christopher Ehret
  John Inadakwa
  Robert Moore
  Apollo Okoth
  Lucia Omondi
  Jenny Okello
  Albert Scheven
  P. Stefano

8. EVALUATIONS

Reviewer/s: A: C.A. Creider
B: E.L. Bavin

A. Learning Materials

I. Identification of dictionaries:

1. A: An elementary Luo Grammar, Stafford.
2. B: An elementary Luo Grammar, Stafford.
3. A: The Essentials of Lwo (Acholi), Savage.
4. B: The Essentials of Lwo (Acholi), Savage.
5. A: Luo Basic Course, Kirwan.

II. Printing:	1	2	3	4	5
a) Quality	Ex	Gd	--	--	--
b) Number of Pages	199	199	--	--	--
III. Dialect:	1	2	3	4	5
a) Indicated	N	N	--	N	--
b) Justified	N	N	--	N	--
c) Acceptable	Y		--		--
IV. Orthography:	1	2	3	4	5
a) Uses standard	--	--	--	--	--
b) Tone Marked	N	N	--	N	--
V. General Description:	1	2	3	4	5
a) Level	Beg	Beg	Pre	Beg	B/A
b) Dependency	Ind	Ind	Dep	Ind	Ind
c) Methodology	*	*	--	--	--
d) Adaptability	Y	N	--	Y	--
e) Overall ranking	Gd	Fa	Fa	G/F	Ex
VI. Organization:	1	2	3	4	5
a) Basis	--	--	--	--	--
b) Quality	Y	Pr	--	Gd	--
VII. Grammar Analysis:	1	2	3	4	5
a) Adequacy	Y	Y	--	Y	--
b) Thoroughness	Y	--	--	Y	--
VIII. Cultural Situations:	1	2	3	4	5
a) Representative	Y	N	--	N	--
b) Sufficient	Y	N	--	N	--
IX. Chapter design:	1	2	3	4	5
a) Dialogs	0	0	--	--	--
b) Notes on Dialogs	0	0	--	--	--
c) Readings	0	0	--	--	--
d) Grammar Drills	20	25	--	--	--
e) Grammar Notes	80	25	--	--	--
f) Vocabulary	0	50	--	--	--
g) Tests	0	0	--	--	--
h) Illustrations	0	0	--	--	--
i) Communication Act.	0	0	--	--	--
j) Learning suggestions	0	0	--	--	--
k) Other	0	0	--	--	--

X. Notes and Comments:

1. Traditional English to Luo and Luo to English written exercises.
2. Contains a basic presentation of the grammar and 14 translation exercise.

4. Not a complete course.

XI. Overall Evaluation:
  A: Reviewer ranked #5 as excellend but recommend all for a beginning course.
  B: Reviewer ranked #2 as slightly better than #4.

B. Descriptive Materials:

I. Identification of Materials:
  1. A: A study of the Achooli language, Crazzolara.
  2. A: Luo, a grammar, Gregersen.
  3. A: A new Acholi Grammar, Malendra.
  4. A: The Major syntactic structures of Dholuo.
  5. A: A grammar of Kenya Luo, Tucker (ms.)
  6. A: Lango Syntax, Noonan (ms.)

II. Printing:	1	2	3	4	5	6
a) Quality	Ex	--	--	--	--	--
b) Number of Pages	434	--	--	--	--	--

III. Dialect:	1	2	3	4	5	6
a) Indicated	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--

IV. Orthography:	1	2	3	4	5	6
a) Uses standard	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--

V. General Description:	1	2	3	4	5	6
a) Level	Int	--	--	--	--	--
b) Reference or Tech.	Y&Y	--	--	--	--	--
c) Overall ranking	Ex	--	--	--	--	--

VI. Organization:	1	2	3	4	5	6
a) Basis	--	--	--	--	--	--
b) Quality	--	--	--	--	--	--

VII. Presentation:	1	2	3	4	5	6
a) Thouroghness	Y	--	--	--	--	--
b) Adequate for Ref.	Y	--	--	--	--	--
c) Adequate as Tech.	Y	--	--	--	--	--
d) Examples Given	Y	--	--	--	--	--
e) And Translated	Y	--	--	--	--	--
f) Explanations Clear	Y	--	--	--	--	--

VIII. Grammar Analysis:	1	2	3	4	5	6
a) Phonology	Y	--	--	--	--	--
b) Tone	N	--	--	--	--	--
c) Morphology	Y	--	--	--	--	--
d) Syntax	Y	--	--	--	--	--

IX. Notes and Comments:
  1. The transcription of the vowel quality is innacurate.

XI. Overall Evaluation:
  Numbers 1, 4, 5 and 6 are considered excellent as reference grammars.

LUO/ACHOLI/LANGO (continued)

C. Dictionaries

I. Identification of Dictionaries:
   1. A: *Luo-English Dictionary*, Blount.
   2. A: *A Glossary in Dholuo*, Gorman.
   3. A: *A short Acholi-English Dictionary*, Savage.
   4. A: *Luo Lexicon*, Creider.
   5. A: *A study of the Achooli language*, Crazzolara.
   6. A: *Luo-English Dictionary*, Clarke.
   7. B: *An outline of the Gang Language*, Kitching.

II. Printing:	1	2	3	4	5	6	7
a) Quality	--	--	--	--	--	--	Gd
b) Number of Pages	--	--	--	--	--	--	96

III. Dialect:	1	2	3	4	5	6	7
a) Indicated	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--

IV. Orthography:	1	2	3	4	5	6	7
a) Uses standard	--	--	--	--	--	--	--
b) Tone Marked	Y	--	--	--	--	--	--
c) Pronuncations Given	Y	--	--	--	--	--	N
d) Pron. Accurate	Y	--	--	--	--	--	N

V. General Description:	1	2	3	4	5	6	7
a) Level	--	--	--	--	--	--	*
b) Intended Use	--	--	--	--	--	--	*
c) Use as student dict.	--	--	--	--	--	--	*
d) Overall ranking	Pr	Pr	Pr	Gd	Gd	Gd	Fa

VI. Entries:	1	2	3	4	5	6	7
a) Number of entries	--	--	--	--	--	--	150
b) Parts of speech	Y	--	--	--	--	--	Y
c) Examples Given	Oc	--	--	--	--	--	N
d) And Translated	Y	--	--	--	--	--	NA
e) Explanations Clear	Y	--	--	--	--	--	Us

IX. Notes and Comments:

7. B: Really designed for the linguist and quite limited because neither tone nor vowel quality are marked. Not really a dictionary, but rather a Gang-English and English-Gang listing of glosses.

X. Overall Evaluation:

A: No dictionary has been ranked as excellent, but #4, #5 and #6 are classed as good.

B: Not designed for student use.

I. Identification of Materials:

D. Reading Materials:
   1. B: *Ojuk Nngwec Kwan*, Wilson Ogwal-Otim (Lango).
   2. B: *Agwata Matek Mac ma Puku*, Marie Acaye (Acholi)

II. Printing:	1	2
a) Quality	Ex	Ex
b) Number of Pages	38	53

LUO/ACHOLI/LANGO (continued)

III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--
IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	N	N
V. General Description:	1	2
a) Level	Adv	Adv
b) Intended as reader	N	N
c) Use as reader	Y	Y
d) Overall ranking	F	E
VI. Organization:	1	2
a) Basis	*	*
b) Quality	--	--
VII. Annotations:	1	2
a) Given	N	N
b) Helpful	NA	NA
c) Readings translated	N	N

VIII. Briefly describe the subject matter:

1. It's a story with a moral; a boy steals money, runs away, does lots of other 'bad' things and ends up in jail.
2. Collection of readings.

IX. Notes and Comments:

1. Lango speakers feel the language is archaic.
2. This book is one used in primary schools in the Acholi regions of Uganda. It is in Acholi and uses no English. Would be of use to someone who had mastered some basic Acholi.

X. Overall Evaluation:

Number 2 is ranked over #1, primarily because of the type of language used (see note 1).

9. BIBLIOGRAPHY

A. Teaching Materials

Stafford, R.L.
1967 An Elementary Luo Grammar with Vocabularies. Fair Lawn, N.J.: Oxford University Press. Pp. 199.

Savage, G.A.R.
1956 The Essentials of Lwo (Acoli). Nairobi: East African Literature Bureau. Pp. 99.

B. Descriptions

Gregerson, Edgar.
1961 "Luo, a Grammar." Ph.D. diss., Yale University. Pp. 166.

Crazzolara, J.P.
1955 A Study of the Acooli Language: Grammar and Vocabulary. Rev. ed. London: Oxford University Press. Pp. 433.

LUO/ACHOLI/LANGO (continued)

Grannis, Oliver C.
1970 "Relative Construction in Acholi." Ph.D. diss., University of Michigan. Pp. 128..

Kitching, Rev. A.L.
1907 *An Outline of the Gang Language*. Society for Promoting Christian Knowledge. Pp. 96.

Malandra, Alfred.
1955 *A New Acholi Grammar*. Rev. ed. Kampala: Eagle Press. Pp. 159.

Omolo, Leo Odera.
1969 *Wasomuru Sigana Mamit, Luo Reader Book*. Nairobi: Equator Press. Pp. 23.

Omondi, Lucia Ndong'a.
1982 *The Major Syntactic Structures of Dholuo*. Berlin: Dietrich Reimer Verlag. Pp. 385.

Okoth-Okombo, Duncan.
1982 *Dholuo Morphophonemics a Generative Framework*. Berlin: Dietrich Reimer Verlag.

Santandrea, Stefano.
1946 *Grammatichetta giur*. Rome: Italica Fens. Pp. 142 .

C. Dictionaries

Blount, Ben G., and Elise J. Padgug.
1974 *Luo-English Dictionary; with notes on Luo Grammar*. Nairobi: Institute of African Studies. Pp. 169.

Gorman, T.
1972 *A Glossary in English, Kiswahili, Kikuyu and Dholuo*. London: Cassell and Co. Pp. 111.

Malandra, Alfred.
1957 *English-Lwoo Dictionary*. Museum Combonianum #9. Verona: Nigrizia. Pp. 333.

Savage, G.A.R.
1955 *A Short Acholi-English and English-Acholi vocabulary*. Nairobi: Eagle Press. Pp. 59.

Ukoko, Joseph, et al.
1964 *Proeve can dho alurwoordenboek: dho-frans-nederlands-engels, (noerdost Congo* (also available in French translation). Ghent: Rijksuniversitet te Gent. Pp. 436. Entries include parts of speech, morphological information, and illustrative phrases and sentences.

Wakefield, M.
1887 *Vocabulary of the Kavirondo Language*. London: Society for Promoting Christian Knowledge.

LUYIA B-16

1 CLASSIFICATION AND WHERE SPOKEN

Luyia (the spelling Luhya is not currently favored) belongs to the Central-Luhya Group of Bantu (Guthrie E32) and is spoken in neighboring areas of Kenya and Uganda near lake Victoria.

2 NUMBER OF SPEAKERS

The 1979 Kenya census list 2.1 million with a "tribal affiliation" of "Luhya." Figures for all relevant countries are not available. Voegelin and Voegelin (1979) list 654,000 speakers for Luyia proper (E32) and 1.02 million for the group E30 (1-5).

3 USAGE

Luyia is a regional first language. It is heard on Voice of Kenya.

4 DIALECT SURVEY

Most sources report that Luyia has around 17 or 18 dialects.

5 ORTHOGRAPHY STATUS

Nandwa (personal communication, 1983) reports there was a standardized orthography, but due to political pressures different orthographies have been developed in some of the dialects.

6 SETS OF LEARNING MATERIALS REQUIRED

At present it has been suggested that all the dialects of Luyia would need separate materials due to political and cultural differences (Kanyoro, Nandwa, personal communication, 1984), but it is not clear how many sets this would entail.

7 RESOURCES

A. Institutional Resources
  *University of Illinois at Urbana-Champaign
  *Department of Adult Education, Nairobi
  *University of Wisconsin at Madison
  Department of Adult Education, Ministry of Education, Nairobi

LUYIA (Continued)

B. Individual Resources
Dr. J. Akonga
Dr. A.O. Majola
Rachel Angogo Kanyoro
Christopher Ehret
John Indakwa
Jane A. Nandwa
Douglas B. Patterson
Carol Scotton
B. Were

8. EVALUATIONS

Reviewer: Musiimbi Kanyoro

A. Learning Materials:

I. Identification of materials:
1. Appleby, A First Luyia Grammar, 1950/51/58/61
2. Kitabu kya Luragoli Grammar, 1937
3. Lulogooli Reader 1, 1962
4. Kitabu cho Kutanga Kusooma, n.d.
5. Lulogooli First Reader, 1907
6. Kitabu chio Kusooma, 1956
7. Kitabu cha Kavili chio Kusooma, n.d.
8. Kitabu cha Kaviri cho Kusoma mu Lulogooli, 1960
9. Ndayanza Lulimi Lwetu, 1979
10. Kitabu cha Kaliyesa, n.d.
11. Kitabu kyo Mukali Mmolomi, 1939
12. Kitabu kya Mulogoli na Vana veye, 1946
13. Kitabu cho Kutanga kusooma mu Lulogooli, 1977

II. Printing:	1
a) Quality	F
b) Number of Pages	145
III. Dialect:	1
a) Indicated	--
b) Justified	--
c) Acceptable	--
IV. Orthography:	1
a) Uses standard	--
b) Tone Marked	N
V. General Description:	1
a) Level	I
b) Dependency	--
c) Methodology	Trad
d) Adaptability	--
e) Overall ranking	F
VI. Organization:	1
a) Basis	--
b) Quality	--
VII. Grammar Analysis:	1
a) Adequacy	--
b) Thoroughness	--

LUYIA (continued)

VIII. Cultural Situations:	1
a) Representative	--
b) Sufficient	--

IX. Chapter design: NOT GIVEN
a) Dialogs
b) Notes on Dialogs
c) Readings
d) Grammar Drills
e) Grammar Notes
f) Vocabulary
g) Tests
h) Illustrations
i) Communication Act.
j) Learning suggestions
k) Other

B. Descriptive Materials:
NOT GIVEN

C. Dictionaries

I. Identification of dictionaries:
1. Friends Africa Mission, *Luragoli-English Vocabulary*, 1940

II. Printing:	1
a) Quality	G
b) Number of Pages	219
III. Dialect:	1
a) Indicated	Y
b) Justified	--
c) Acceptable	Y
IV. Orthography:	1
a) Uses standard	N
b) Tone Marked	--
c) Pronuncations Given	--
d) Pron. Accurate	--
V. General Description:	1
a) Level	--
b) Intended Use	Miss*
c) Use as student dict.	--
d) Overall ranking	F
VI. Entries:	1
a) Number of entries	--
b) Parts of speech	N
c) Examples given	--
d) And translated	Y?
e) Explanations clear	Oc

VII. Overall Evaluation:

Fair. Orthography is out-dated. Entries are few and not easily identifiable because of wrong roots used. Some of the entries are out of use. There are also some wrong entries.

D. Reading Materials:

NOT GIVEN

9. BIBLIOGRAPHY

A. Learning Materials

Appleby, L.L.
1961 A First Luyia Grammar with Exercises. Dar es Salaam: East African Literature Bureau.

B. Descriptions

Anonymous
n.d. Outline of Luragoli Grammar. FAM Press.
Appleby, Lili.
1952 A Luyia Grammar. New ed.
No Author.
1924 Grammar and Vocabulary of Luisuxa.
No Author.
1925 Comparative Grammar of the Luhyia Languages.
Godia, Stanely.
1959 Rules for Logoli Orthography. Nairobi: East African Literature Bureau.
Huntiryford, G.W.B.
1924 Grammar of Lubukusu.
Rees, E.J.
1915 Grammer of Luragoli. Kaimosi.

C. Dictionaires

Anonymous.
1940 A Luragoli-English Vocabulary. FAM Press.
No author
n.d. English-Isuxa Vocabulary. Nairobi: J. Dames.
Appleby, L.L.
1943 Luluhya-English Vocabulary. Maseno.
Quickley, F.R.
n.d. English-Idakho Vocabulary. Nairobi: J. Dames.

MAASAI C-12

1 CLASSIFICATION AND WHERE SPOKEN

Maasai belongs to the southern Maa Group of Eastern Nilotic. It is spoken by the Maasai on the southern side of the Nairobi-Mombasa Road, in Kajaido, Narok, and Eastern districts in Kenya, and also west of Mount Kilimanjaro along the border in Tanzania.

2 NUMBER OF SPEAKERS

The 1979 Kenya census lists 241,000 with a "tribal affili-ation" of Maasai. WTRP (1982) suggests 375,000 speakers (in Kenya), while Voegelin and Voegelin (1977) list 190,000.

3 USAGE

Maasai is an important regional language.

4 DIALECT SURVEY

Dialect survey work has been carried out under the auspices of the Deutsche Forschungsgemeinschaft, a group which has sponsored a "language and dialect atlas of Kenya" survey from 1973-1977 (see bibliography for further information). Voegelin and Voegelin (1977) state that Maasai consists of one major dialect and two lesser ones.

5 ORTHOGRAPHY STATUS

There is a standard Maasai orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials will be sufficient for Maasai.

7 RESOURCES

A. Institutional Resources
- *Christian Mission Fellowship
- *Deutsche Forchungsgemeinshaft
- *Missionaries of Africa
- Adult Education Department,
  Ministry of Education, Nairobi

B. Individual Resources
- Gary Brock
- Lorna Eglin
- Father Terence Gogarty
- Greg Johnson
- Frans Mol
- Walt Pattison
- Ruth Shaffer
- Tim Doty
- E.J. Elliston
- Phil Hudson
- Christian Kenana
- John Mpaayei
- Doug Jr. Priest
- Livingston Takona

MAASAI (continued)

8. EVALUATIONS

The evaluations requested did not appear in time to be included in this volume.

9. BIBLIOGRAPHY

A. Learning Materials

Shaffer, Ruth Thiers.
1967 *Twelve lessons in Maasai*.

B. Dictionaries

Mol, Franz.
n.d. *A Dictionary of the Maasai Language and Folklore*.
1968 *Maasai Lexicon*. N.p.: The Author. Pp. 28.

C. Descriptions

Erhardt, James J.
1857 *Vocabulary of the Enguduk Iloigob, as Spoken by the Masai-Tribes in East-Africa*. Ludwigsburg, Wurtemberg: F. Riehm.
Hollis, Alfred C.
1971 *The Masai: Their Language and Folklore*. Freeport, N.Y.: Books for Libraries Press. Pp. 359.
Tucker, Archibald N., and J. Tompo Ole Mp.
1955 *A Maasai Grammar; with vocabulary*. London: Longmans, Green. Pp. 317.

D. Readers

Massek, A. Ol'Oloisolo.
1974 *Wisdom of Maasai*. Transafrica Publishers.
Mpaayei, John Tompo Ole.
1954 *Inkuti pukunot oo Lmaasai*. London: Oxford University Press. Pp. 74.

E. Others

Sankan, S.S. Ole.
N.d. *Intepen e Maasai*.

Tapes on the Maasai language are available from the Church of the Province of Kenya Language School, Nairobi.

MAKUA/LOMWE B-18

1 CLASSIFICATION AND WHERE SPOKEN

Lomwe is spoken in the central belt of Mozambique north of the Zambezi, from the coast between Port Amelia and Angoche, westward to Lake Chilwa and Mlanje mountains, and into Malawi.

2 NUMBER OF SPEAKERS

The 1950 census for Mozambique reports 2.293 million Makua/Lomwe speakers. Price (personal communication, 1985) notes that the Anuario Catolico de Mocambique reports a total of 3,334,721 Makua speakers, although this probably includes one million Lomwe speakers. This figure, when added to the number of Makua in Tanzania and Lomwe in Malawi, supports the 3 million Makua and 2 million Lomwe speakers suggested by WTPR (1982).

3 USAGE

Makua and Lomwe are used largely as local languages.

4 DIALECT SURVEY

Although a detailed survey has not been published, Price (personal communication, 1985) points out that "the dialectal variation is considerable" within Lomwe, but he notes that Makua and Lomwe are dialects of the same language.

5 ORTHOGRAPHY STATUS

No standardized orthography currently exists for Makua/Lomwe, though differences between the dialects do not appear to present serious difficulties.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials should be sufficient, though following a recommendation from T. Price (p.c.), it may be necessary to produce separate materials at more advanced levels because of vocabulary and syntactic differences in Makua and Lomwe.

7 RESOURCES

A. Institutional Resources

We have received no information concerning the institutions involved in the study or teaching of Makua/Lomwe.

B. Individual Resources

C.C. Cheng, Makua	Peter Renju, Lomwe
Thomas Price, Lomwe	Charles Kisseberth, Makua

MAKUA/LOMWE (continued)

8. EVALUATIONS

Reviewer: T. Price

A. Learning Materials Evaluation:

I. List of Materials:

#1) An outline of Makua Grammar, Woodward

#2) A tutorial grammar of Lomwe

II. General Evaluation:	#1	#2
1) Base Language (Eng, FRench)?	EN	En
2) Indepent text, Dependent, Sup.)?	Dep	Dep
3) Quality (Good, Fair, Poor)?	F	F
4) Level (Beginning, Inter., Adv.)?	Int	Beg
5) Use (College, High Sch., Field)?	NA	NA
6) Time (Hours)?	NA	NA
7) Situation (intensive/nonint.)?	Non	Non
8) Mode (classroom, self-instr.)?	Self	Self

III. Comments

No comments

IV. General Charastics:	#1	#2
1. Well planned (Y/N)?	--	--
2. Appropriate dialect choice (Y/N)?	--	--
3. Cultural situations accurate?	--	--
4. Materials well paced (Y/N)?	--	--
5. Intergration of components (Y/N)?	--	--
6. Field testing of textbook (Y/N)?	--	--
7. Sound linguistic analysis (Y/N)?	--	--
8. Tones?(if applicable (Y/N))	--	--
9. Reflects cultural understanding?	--	--
10. Technical language (Much, None)?	--	--
11. Base Lang.(ENg, FRench, etc.)?	--	--
12. Use of Base lang. (Much, Some)?	--	--
13. Learning suggestions (Much,etc)?	--	--

V. Target lang. identified as to:	#1	#2
1) Where spoken	--	--
2) Dialect situation (Y/N)?	--	--
3) Number of speakers (Y/N)?	--	--
4) Reason for dialect choice (Y/N)?	--	--
5) Language status (regional lg)?	--	--

VI. Authors identified as to:	#1	#2
1) Institutional affiliation (Y/N)?	--	--
2) Professional training (Y/N)?	--	--
3) Language proficiency (Y/N)?	--	--
4) Teaching experience (Y/N)?	--	--
5) Field experience (Y?N)?	--	--

VII. Format:	#1	#2
1) Physical size: width (cm/in _)?	qr	--
height: (cm/in _)?	--	--
2) Number of pages?	50	--
3) Printing (PRinted, Typed, etc.)?	PR	--
4) Printing (EXcel, Good, etc.)?	EX	--

VIII. Self-Contained or accompanying	#1	#2
1) Index (Y/N)?	no	no
2) Dictionary (Y/N)?	no	no
3) Reference grammar(Y/N)?	no	no
4) Audio exercises (Y/N)?	no	no
5) Student workbook (Y/N)?	no	no
6) Teacher manual(Y/N)?	no	no
7) Equiptment: a) tape recorder?	no	no
b) language lab?	no	no
c) slide projector?	no	no
IX. Type of methodology (eg., direct)?	As stated	
As used		
#1 Presumably Natural	no	--

B. Descriptive Materials

No descriptive materials were reviewed.

C. Dictionaries

I. Materials examined:

#1) Lomwe / English Dictionary, T. Price

#2) English / Lomwe Vocabulary, T. Price

II. Avaibility: (Publisher or library where available):

#1) Manuscript

#2) Manuscript

III. Overall Assessment:	#1	#2
1) Quality (Good, Fair, Poor):	F	F
2) Recommended For Student Use:	--	--
3) General Comments		
#1) Items compiled from written texts.		
IV. Typical or Intended use:	#1	#2
1) College, High School, Field?	--	--
2) Beginning, Intermediate, Advanced?	--	--
3) Classroom. Self-Instructional?	SI	--
4) Learner, Proficient User?	--	--
V. General Description:	#1	#2
1. Base language (ENg, FRench, etc.)?	EN	EN
2. Target to base component?	Y	N
3. Base to target component?	N	Y
4. Entries (Nearest 1000)?	--	--
VI. Entry Information:		
1. Pronunciation Clear (Y/N)?	USU	USU
2. Are tones marked (Y/N)?	N	N
3. Parts of speech given (Y/N)?	N	N
4. Examples of use given (Y/N)?	USU	USU
5. Translations of examples (Y/N)?	Y	Y
6. Explanations clear (Y/N)?		

VII. Authors itentified as to:	#1	#2
1) Institutional affiliation (Y/N)?	/	/
2) Profesional training (Y/N)?	/	/
3) Language proficiency (Y/N)?	/	/
4) Teaching experience (Y/N)?	/	/
5) Field experience (Y/N)?		
J. Format:	**#1**	**#2**
1) Physical size: width; cm/in _	Q	Q
height; cm/in _	Q	Q
2) Number of pages:	/	/
3) Printing (PRinted, TYped, etc):	TY	TY
4) Printing (CLear, OK, FAint):	OK	OK
5) Cost (Currency _):	_	_

D. Readers

No readers were reviewed.

9. BIBLIOGRAPHY

A. Learning Materials

Costalunge, Fr. Natalino.
1985 Curso de Lingua Lomwe. Missione Dehoniana, Mozambique; printed by Grafiche Dehoniane, Bologna. Pp. 224. Supersedes Licoes de Lincua Lomwe.
Venturini, P. Onorino.
1981 "Licoes de Linçua Lomwe" (manuscript). Mwalama.

B. Dictionaries

Price, T.
n.d. Lomwe - English Dictionary. Manuscript.
No author.
1982 Dictionario Lomwe. Vila do Gurve.
Werner, A.
1901 "Vocabulary of the Lomwe dialect of Makua (Mozambique)." Journal of the African Society, vol 1.

C. Descriptions

Cheng, C., and C. Kisseberth.
1979 "Ikorovere Makua tonology (part 1)." Studies in the Linguistic Sciences 8:2.31-63.
1980 "Ikorovere Makua tonology (part 2)." Studies in the Linguistic Sciences 10:1.15-44.
1981 "Ikorovere Makua tonology (part 3)." Studies in the Linguistic Sciences 11:1.181-202.
1982 "High tone doubling in two Makua dialects." In William R. Leben, ed., Proceedings from the Twelfth Conference on African Linguistics. Studies in African Linguistics Supplement 8. Pp. 5-8.

1982 "Tone-bearing nasals in Makua." Studies in Linguistic Sciences 12.1:123-139.

Maughan, R.C.F.
1905 A Handbook of the Chi-Makua Language. Johannesburg: Adlington.

Woodward, H.W.
1926 "An Outline of Makua Grammar." Bantu Studies.

Price, T.
n.d. Descriptive Grammar & Dictionary of Lomwe. Manuscript.

D. Reader

De Castro, F.Manuel.
1933 Apontamentos sobre a lingua emakua, gramatica, vocabulario, contos e dialectos de Angoche. Lourenco Marques: Imprensa Nacional.

MALAGASY A-9

1 CLASSIFICATION AND WHERE SPOKEN

Malagasy belongs to the West Indonesian branch of Hesperonesian and is spoken in Madagascar.

2 NUMBER OF SPEAKERS

There are more than eight million speakers of Malagasy.

3 USAGE

Malagasy is the national language of the Madagascar Republic. It is broadcast on Radio-Television Malagasy. In addition to many daily newspapers, the Ministere de l'Information puts out the bimonthly Bulletin de Madagascar, containing linguistic and other studies.

4 DIALECT SURVEY

There are eighteen dialects of Malagasy. Merina (sometimes called Houa) is the standard.

5 ORTHOGRAPHIC STATUS

Malagasy has a standardized orthography.

6. SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials, based on the Merina dialect, is sufficient.

7. RESOURCES

A. Institutional Resources

University of Paris (INALCO)

B. Individual Resources

Zefaniasy Bemananjara
Michael Eric Bennett
Harisoa T. Rabiazamaholy
Minoniana Tetelle Reandrianja

8. EVALUATIONS

Reviewer: Michael E. Bennett

A. Learning Materials:

I. Identification of materials:
1. Garvey, Malagasy Introductory Course, 1964
2. Stark, Malagasy Without Moans, 1969

MALAGASY (continued)

II. Printing:	1	2
a) Quality	E	E
b) Number of Pages	233	128
III. Dialect:	1	2
a) Indicated	Y	Y
b) Justified		
c) Acceptable		
IV. Orthography:	1	2
a) Uses standard		
b) Tone Marked	Y*	N
V. General Description:	1	2
a) Level	B	B
b) Dependency	Ind	Ind
c) Methodology	Dir	Dir
d) Adaptability		
e) Overall ranking	E/G	G
VI. Organization:	1	2
a) Basis		
b) Quality		
VII. Grammar Analysis:	1	2
a) Adequacy		
b) Thoroughness		
VIII. Cultural Situations:	1	2
a) Representative	Y	Y
b) Sufficient		
IX. Chapter design:	1	2
a) Dialogs	10	
b) Notes on Dialogs	5	
c) Readings		+
d) Grammar Drills	5	
e) Grammar Notes	20	75
f) Vocabulary	15&	15
g) Tests		
h) Illustrations		
i) Communication Act.		
j) Learning suggestions		
k) Other (Phonology)	5	10++

* Phonemic accent

+ Separate set of readings at end of book

++ Translations; English to Malagasy/Malagasy to English; key at back of book.

B. Descriptive Materials:

I. Identification of materials:

1. Dez, Grammaire Malgache, 1960
2. Rajemisa-Raolison, Grammaire Malgache, 1966
3. Garvey, et al., Sketch of Malagasy Grammar, 1964
4. Rajaona, Structure du Malgache, 1972

MALAGASY (continued)

II. Printing:	1	2	3	4
a) Quality	E	E	G	E
b) Number of Pages	204	174	82	785
III. Dialect:	1	2	3	4
a) Indicated	Y	Y	Y	Y
b) Justified				
c) Acceptable				
IV. Orthography:	1	2	3	4
a) Uses standard				
b) Tone Marked	Y	Y	Y	Y
V. General Description:	1	2	3	4
a) Level	IA	IA	IA	IA
b) Reference or Tech.	R	R	T	T
c) Overall ranking	G	F	F	G/E
VI. Organization:	1	2	3	4
a) Basis				
b) Quality				
VII. Presentation:	1	2	3	4
a) Thoroughness				
b) Adequate for Ref.	G	F	F	F
c) Adequate as Tech.	G	F	F	G/E
d) Examples given	Y	Y	Y	Y
e) And translated	Y	Y	Y	Us
f) Explanations clear	Y	Y	Y	Y
VIII. Grammar Analysis:	1	2	3	4
a) Phonology	Y	N	Y	N
b) Tone(i.e. accent)	Y	N	Y	N
c) Morphology	Y	Y	Y	Y
d) Syntax	Y	Y	Y	Y

C. Dictionaries

I. Identification of dictionaries:
1. Richardson, A New Malagasy-English Dictionary, 1967

II. Printing:	1
a) Quality	E
b) Number of Pages	832
III. Dialect:	1
a) Indicated	Y
b) Justified	
c) Acceptable	
IV. Orthography:	1
a) Uses standard	
b) Tone Marked	Y
c) Pronuncations Given	
d) Pron. Accurate	
V. General Description:	1
a) Level	BIA
b) Intended Use	
c) Use as student dict.	C,G
d) Overall ranking	E

MALAGASY (continued)

VI. Entries:	1
a) Number of entries	20K
b) Parts of speech	Y
c) Examples given	Y
d) And translated	Y
e) Explanations clear	Y

D. Reading Materials:
NOT GIVEN

9. BIBLIOGRAPHY

A. Learning Materials

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1894 *A concise introduction to the study of the Malagasy language*. 3d ed. Tananarive: London Mission Society. Pp. 118.

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1964 *Malagasy Introductory Course*. Washington D.C.: Center for Applied Linguistics. Pp. 233.
1964 *A Sketch of Malagasy Grammar*. Washington, D.C.: Center for Applied Linguistics. Pp. 82.

Julien, M.G.
1967 *Cours publics de langue malgache*. Tananarive. Pp. 148.

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1969 *Malagasy without moans; a first course in the Malagasy, language for English-speaking students*. Tananarive: Trano Printy Loterana. Pp. 128.

B. Descriptions

Author?
1966 *Grammaire malgache*. Fianarantsoa. Pp. 174.

Author
1969 *Grammaire malgache*. 3 vols. Tananarive: Ecole Secondaire du Sacre-Coeur.

Cousins, W.E.
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1887 "Studies in the Malagasy Languages." *Antananarivo Annual*. Tananarive. Pp. 283-94.

Dez, J.
1956 "Les voix verbales en malgache." *Bulletin de la Societe de Linguistique de Paris*. Paris. Pp. 323-45.
1957 "Contribution a l'etude de la grammaire malgache." *L'Ethnographie - Paris*. Pp. 156-69.
1981 *Stuctures de la langue malgache, Elements de grammaire a l,usage des francophones*. Paris: POF. Pp. 200.

Domenichini-Ramiaramanana, Bakoly.
1976 *Le Malagache; essai de description sommaire*. Paris: SELAF. Pp. 130.
1977 *La syntaxe du malgache*. These d'etat publiee en microfiches, code LC 023. Paris: POF. 13 mc.

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1897 *Introduction sommaire a l'etude de la langue malgache*. Tananarive: London Mission Society. Pp. 99.

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1954 *Abrege de langue malgache*. Paris: C. Klincksieck. Pp. 72.

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1883 *A concise grammar of the Malagasy language*. London: Trubner and Company.

Rabenilaina, Roger B.
1975 *Description morpho-syntaxique du Bara (Madagascar)*. 2 vols. Tananarive: Foibe Filan-kevitry ny Mpampianatra.

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1968 *Fitsipi-pitenenama Malagasy; dingana faharoa, cours moyen*. Fianarantsoa: Lib. Ambozotany. Pp. 143.

Rajaobelina, Prosper.
1949 *Lahatsorata voa fantina*, Fanazavan-teny nataon'l Jomah, Gabriel. Tananarive: Editions Rajaobelina freres. Pp. 184.

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1981 *A Study of the Causative Constructions of Malagasy*. Ph.D. diss. Los Angeles: University of Southern California. Pp. 430.

MALAGASY (continued)

C. Dictionaries

Author?
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Author?
1973 Diksionera, Malagasy-English: misy teny 7,000 voalahatra, araka ny abidy. Tananarive: Trano Printy Loterana. Pp. 103.

Abinal, Antoine, and V. Malzac.
1963 Dictionnaire malgache-francais. Paris: Editions Maritimes et Coloniales. Pp. 876.

Hallanger, F.S.
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Richardson, James.
1967 A new Malagasy-English dictionary. Westmead, Farnborough, Eng.: Gregg International Publishers. Pp. 832.

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1970 Dictionnaire Francais-Malgache. Tananarive: Trano Printy Loterana. Pp. 365.

E. Others

Author?
1970 Russko-malagarsijskij slovar'. Moscow: Sovetskaja Enciklopedija. Pp. 543.

MANDINGO A-10

1 CLASSIFICATION

Mandingo (also known as Mandikan and Manding) belongs to the northern branch of Mande. It represents a collection of mutually intelligible dialects, including Mandinka, Bambara, Dyula, and others. Mandingo is spoken primarily in Senegal, Guinea, Sierra Leone, Gambia, Liberia, Ivory Coast, Mali, and Burkina Faso.

2 NUMBER OF SPEAKERS

WBTR (1978) notes two million Bambara speakers, one million Dyula speakers, and 100,000 Mandinka speakers. Platiel (1982) reports the following figures for Mandikan: Bambara, 1.5 million; Dyula, 310,000; and Mandinka (Maninka), 1.4 million.

3 USAGE

Mandikan is a widely spoken first language and lingua franca in the above-mentioned areas. It is broadcast in Gambia over Radio Gambia and Radio Syd and in Mali over Radiodiffusion Nationale du Mali. A Bambara monthly, Kitaru, is published in Mali.

4 DIALECT SITUATION

Bambara is spoken primarily in Mali and also in eastern Senegal, Ivory Coast, and Upper Volta. Dyula is spoken in Ivory Coast, Mali, Upper Volta, and Ghana. Mandinka is spoken in The Gambia and Senegal (where it is often called Malinke).

5 ORTHOGRAPHY STATUS

A Mandingo orthography was established at the UNESCO meeting in Bamako, Mali, in 1966. Also, Bambara and Mandinka use orthographies standardized by Senegalese government decree in 1975 (see Bibliography).

6 SETS OF LEARNING MATERIALS REQUIRED

It is not clear at this time whether one set of materials based on the Bambara dialect would be sufficient.

MANDINGO (Continued)

7 RESOURCES

A. Institutional Resources

*Boston University
*Gospel Mission Union
*Indiana University
*Institute for Liberian Languages
*Korhogo Bible School
*Michigan State University
*Ministre de l' Education National
*Mission Baptiste S.B.C. Sengal
*Missionaries of Africa
*Seminar fur Vergleichende und Indogermanische Sprachwissenshaft, Berlin
*U.S. Peace Corps
*University of California at Berkley
*University of California at Los Angeles
*University of Cologne (Inst. fur Africanistik)
*University of London (SOAS)
*University of Nice
*University of Paris III (INALCO)
*University of Wisconsin at Madison
*Worldwide Evangelization Crusade
*Yale University
Mission Evangelique, Mali
National Advisory Committee Gambia

B. Individual Resources

Gilbert Ansere, Mandinka
Charles Bird, Bambara
Kebuteh Ceesay, Mandingo
Seiney Ceesay, Mandinka
Karen Courtenay, Bambara
Denis Çreissels, Mandingo
Stanley Cushingham, Bambara
Marie-Jose Derive, Dyula
Kandioura Drame, Mandinka
Mallafe' Drame, Mandinka
Gisela Ducos, Malinke
G. Dumestre, Bambara
Baruch Elimelech, Bambara
Lalo Fatty, Mandinka
C. Magbaily File, Kuranko
Anne Garber, Mandingo
Dennis Grudda, Mandingo
Barbara G. Hoffman, Bambara
Maurice Houis, Mande general
Mamadou Kante, Mandingo
Raimund Kastenholz, Manding
Kinteh, Mandinka
Judy Leidy
Ronald Long, Bambara
Mamadou Mane, Mandinka
Keith Mountford, Bambara
Klaus Piper
Barbara H. Pitchford
Kenneth Robertson, Mandingo
Ladji Sacko
Lamine Savadogo, Bambara
Yahya M. Sanyang, Mandingo
Alfred Schultz, Mandinka
Hayib Sosseh
Richard A. Spears, Maninka
Felipe Tejeda, Mandinka
Adama Timbo, Mandingo
Madi Touray, Mandingo
Robert Whittemore, Mandinka
Emma Wisser, Mandinka

MANDINGO (continued)

8. EVALUATIONS

Reviewers: A: Stanley Lewis Cushingham
B: Sidiki Traore

A. Bambara Learning Materials

I. Identification of Materials:

1. A: *Bambara Grammar*, No Author, 1953.
2. A: *The New Bambara Grammar*, No Author, 1970?
3. A: *Cours de langue bambara*, Bailleul, Charles
4. A: *Cours pratique de bambara*, Bailleul, Charles
5. A: *Lehrbuch des Bambara*, Brauner, Sigmund.
6. A: *Grammaire et method bambara*, Delaforge, Francis
7. A: *Un peu de bambara sans beaucoup de peine*, Diarra and Traore
8. A&B: *An ka Bamanankan Kalan: Introductory Bambara*, Bird et al.
9. A: *Grammaire Bambara*, Savant, Fernand.
10. A&B: *An ka Bamanankan Kalan: Intermediate Bambara*, Bird et al.

II. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Int
b) Dependency	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind	Ind
d) Methodology*	TS	MTS	Gr	GOP	TES	TES	SE	E/A	TES	O/R
e) Number of Pages	181	239		150	163	203	981	298	154	270
f) Printing Quality	Ex	Gd	Gd	OK	Ex	OK	F	OK/G	Ex	Ok/G
g) Linguistic Coverage	S	Y	Y	Y	S	S	S	Y	S/Y	Y

TS = Traditional Structural, MTS = Modernized TS, Gr = Grammatical, GOP = Grammatically based oral practice, TES = Traditional European Structural, SS = Structural Examination of Sentence Sets, E = Eclectic with oral emphasis, O= Oral-aural, A = Audio Lingual, R = Reading based..

III. Indication of:	1	2	3	4	5	6	7	8	9	10
a) Tone Marking	N	N	Y	Y	S*	N	N	S/Y	N	S/Y
b) Dialect Choice	N	N	N	N	N	N	N	Y	N	N/Y
c) Author background	N	N	Y	N	N	N	Y	S	Y	N/Y

S = Somewhat

IV. Chapter design:	1	2	3	4	5	6	7	8	9	10
a) Dialogs	0	0	0	0	0	0	0	10/10	0	5/10
b) Notes on Dialogs	0	0	0	0	0	0	0	0/ 0	0	0/ 0
c) Readings & Notes	0	5	0	0	30	0	0	5/55	1	5/55
d) Grammar Drills	40	45	0	35	0	0	0	15/ 5	0	25/10
e) Grammar Notes	40	35	100	40	50	55	59	20/ 5	74	15/10
f) Vocabulary	20	15	0	0	20	40	0	10/ 5	10	15/ 5

MANDINGO (continued)

g) Tests	0	0	0	0	0	0	0	0/ 5	0	0/ 5
h) Illustrations	0	5	0	5	0	0	1	0/ 5	0	5/ 5
i) Communication Act.	0	0	0	20	0	0	0	35/10	0	30/10
j) Other: translation exercises, sentence sets, cultural activities.	0	0	0	0	0	5	40	5/ 0	15	0/ 0

V. Representativeness of	1	2	3	4	5	6	7	8	9	10
Cultural Situations	-	S	-	-	Y	-	S	Y	S	Y

VI. Overall Evaluation:

All these texts have limitations, though #4 is useful as an orally oriented course (though in French) as is 8. Number 10 is the only intermediate text. (see comments below).

VII. Notes and Comments:

1. A: Existence of tone noted but not treated.
2. A: Tone not marked. Expects the available of a native speaker for reading exercises.
3. A: First edition of a course which has become better. Grammatically oriented. First good treatment of tone.
4. A: Excellent to produce orally oriented course. Needs situations, exercises and better integration of lesson topics. Accompanying readers.
5. A: Lexical tone is given only in lesson vocabularies, not in lexicon, and appears to be incorrectly7 described. Book requires exercise supplements; provides only translation exercises. Has a good set of descriptive narrative readings, but includes no interactive material.
6. A: Old colonial orthography that recognizes only 6 vowels. No recognition of tone. Elementary treatment of syntax (only simple sentences).
7. A: Poor treatment of vowel system; no recognition of tone. Encourages student to speak at every opportunity; proverbs. More numerous and valuable explanitory notes than any other introductory course. Chatty and encouraging.
8. A: Excessive number of typographical errors, especially of diacritics. Grammatical presentation poorly organized. Includes all kinds of learning activities, including suggestions for those in the field. Lexicon is incomplete. There are suggestions for instructors. Appears to have been used with an accompanying set of pictures.
   B: Good audio-lingual text, contains some typographical errors.
9. A: Old collonial orthography does not recognize all vowel contrasts or mark tone. Originally intended as learning materials, but now more suitable as reference grammar. No longer recommended.
10. A: Many typographical errors, especially with diacritics, not always clear or comprehensive enough. Requires a knowledgeable teacher.
    B: The only intermediate text: contains readings for discussion about traditional culture.

B. Bambara Descriptive Materials:

I. Identification of materials:

Note, some of the descriptive materials have been included in section A (Bambara Learning materials.

1. B: Lehrbuch des Bambara, Brauner, Sigmund.
2. B: Aspects of Bambara Syntax, Bird.

II. Printing:	1	2
a) Quality	Gd	Ex
b) Number of Pages	156	163
III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--
IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	Y	--
V. General Description:	1	2
a) Level	Adv	Adv
b) Reference or Tech.	Tch	Tch
c) Overall ranking	Gd	Gd
VII. Presentation:	1	2
a) Thoroughness	--	--
b) Adequate for Ref.	Y	Y
c) Adequate as Tech.	Y	Y
d) Examples given	Y	Y
e) And translated	Y	Y
f) Explanations clear	Y	Y
VIII. Grammar Analysis:	1	2
a) Phonology	Y	N
b) Tone	Y	N
c) Morphology	Y	Y
d) Syntax	Y	Y

IX. Notes and Comments:

1. This is a technical grammar designed for the specialist.
2. This is a learner's grammar with grammatical paradigms and inflectional suffixes. Explanations clear to non-German sepeakers.

XI. Overall Evaluation:

Both have been ranked as "good."

C. Bambara Dictionaries

I. Identification of dictionaries:

1. A: Lexique bambara a l'usage des Centres d'Alphabetisation, no author.
2. A: Lexique francais-bambara, no author.
3. A&B: Petit dictionnaire bambara-francais, Bailleul.
4. A&B: Dictionnaire bambara-francais, precede d'un abrege de grammaire bambara, Bazin.
5. A&B: Bambara-English, English-Bambara Lexicon, Bird et al.
6. A: Dictionnaire bambara-francais, Dumestre, Gerard.
7. A&B: Petit dictionnaire francasi-bambara et bambara-francais, Travele.

MANDINGO (continued)

II. General Description:	1	2	3	4	5	6	7
a) Level	B/I	B/I	B/A	Adv	B/I	I/A	B/I
b) Intended Use	Ref	Ref	Ref	Ref	Ref	Ref	Ref
c) Number of Entries	26C	18C	5K	8K	2K	35C	3K
d) Parts of Speech	N	N	S/Y	Y/N	Y	Y	R/N
e) Printing Quality	OK	Fnt	Cl	Cl	Cl	Fnt	OK/F
f) General Ranking	Gd	Gd	E/G	F/P	F/P	Ex	P/P

Fnt = Faint, Ra = rarely

III. Use of:	1	2	3	4	5	6	7
a) Examples	N	N	Y/S	Y	S/Y	Y	N
b) Translations	-	-	Y	Y	Y	Y	-/N

IV. Indication of:	1	2	3	4	5	6	7
a) Tone Marking	Y	Y	Y	N	Y	Y	N
b) Dialect Choice	--	--	--	--	--	--	--
c) Author Background	N	N	Y	Y	Y	Y	Y

V. Overall Evaluation:

A: Both #3 and #6 are ranked as excellent, #1 and #2 as good, #4 and #5 as fair and #7 as poor.

B: Only #3 is ranked as high as "good"; the others are ranked from fair to poor.

VI. Notes and Comments:

1. A: Assumes knowledge of tone rules and morphology. Does not include proper nouns, but has an appendix of borrowed words.
2. A: Assumes knowledge of tone rules and morphology. Does int include proper nouns. Standard Bamako dialect.
3. A: All syllables are tone marked. Very few proper nowns. Bamako, Falaje, Banan and Beleko dialects, Annexes on fish, mamals, birds, Flora. Best tone marked dictionary yet to appear.
   B: The most complete dictionary. Tones are marked.
4. A: Poor treatment of mid vowels, no recognition of tone. Uses outdated orthography. Very broad scope.
   B: Usefulness limited to French speakers.
5. A: Plagued by typographical errors, especially of tone. Sometimes assumes knowledge of tone rules and morphology. Omits some basic vocabulary; proper nouns tonally unmarked. Bamako dialect.
   B: Useful primarily to students using the associated learning texts. Not comprehension.
6. A: Assumes knowledge of tone rules and morphology. No proper nouns. Standard Bamako dialect. Fassicules issued from annually; when complete will be the best dictionary to appear.
7. A: The orthography does not treat vowels adequately. Rare use of tones.
   B: Does not use standard dialect or orthography.

D. Bambara Reading Materials:

I. Identification of materials:

1. A: Tigasene: kalanje, no author.
2. A&B: Contes Bambaras, Serie A, Livret 1, Bailleul.
3. A&B: Contes Bambaras, Serie B, Livret 1, Bailleul.
4. A&B: Contes Bambaras, Serie C, Livret 1, Bailleul.
5. A: N'ka nako, no author.
6. A: Tigasene san filanan kalan, no author.
7. B: Contes Bambaras, Serie A, Livret 1, Bailleul.
8. B: Contes Bambaras, Serie B, Livret 1, Bailleul.
9. B: Contes Bambaras, Serie C, Livret 1, Bailleul.

B: II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	B/I	Beg	Int	Int	B/I	B/I	Int	Int	Int
b) Organization	S	GVS	GVS	S	S	S	Sub	Sub	Sub
c) Annotations (Y/N)	N	N	N	N	N	N	N	N	N
d) Number of Pages	24	32	31	31	28	48	36	31	31
e) Printing Quality	OK	OK	OK	OK	E	Gd	OK	OK	OK

S = Subject matter, G = Grammar, V = vocabulary

III. Indication of:	1	2	3	4	5	6	7	8	9
a) Tone marking	--	Y	Y	Y	--	N	--	--	--
b) Dialect Choice	--	--	--	--	--	--	--	--	--
c) Author background	N	N	N	N	N	N	Y	Y	Y

IV. Overall Evaluation:

A: Numbers 2, 3, 4, and 5 are classed as excellent; #1 and #6 contains some very good cultural material.

V. Notes and Comments:

1. A: Intended as a first language user reader. The first half is somewhat useful and the second half much more so.
2. A: Complete tone marking, and cassett recordings may be available.
3. A: Complete tone marking, and cassett recordings may be available.
4. A: Complete tone marking, and cassett recordings may be available.
5. A: Intended as a modern gardening guide for Bambara-speaking school children.
6. A: Modern orthography, intended for Bambara speakers.

E. Dyula, Maninka and Manya Learning Materials

I. Identification of materials:

1. A&B: Kodi? Cours de dioula, Dumestre, G.
2. A&B: Basic Dyula, Long and Diomande
3. A: Additif a "ko di?" Cours de Dyula, Bamba and Derive.
4. A: Elementary Maninka-kan, Spears, Richard.
5. A: A Learner Directed Approach to Maniyaka, Cutler, S.
6. B: Dialogs and Variations, Long and Diomande

II. General Description:	1	2	3	4	5	6
a) Level	Beg	Beg	Beg	Beg	Beg	B/I
b) Dependency	Ind	Ind	Sup	Ind	Ind	Sup
c) Methodology	O/A	A	A	TG	Ln	A
d) Number of Pages	308	341	44	256	316	146
e) Printing Quality	Gd	OK	OK	Ex	Ex	OK
f) Linguistic Coverage	Y	Y	Y	Y	Y	N

O = orally oriented, Ln = learner directed, TG = tonally oriented grammar, A = Audio-Lingual.

III. Indication of:	1	2	3	4	5	6
a) Tone Marking	S	N	Y	Y	Y	N
b) Dialect Choice	N	Ap	Ap	N	Ap	Ap
c) Author background	Y	Y	Y	Y	Y	Y

IV. Chapter design:	1	2	3	4	5	6
a) Dialogs	10	60	100	20	10	60
b) Notes on Dialogs	0	5	0	0	0	10
c) Readings	0	0	0	0	15	10
d) Grammar Drills	70	10	0	20	35	0
e) Grammar Notes	10	5	0	30	10	0
f) Vocabulary	5	4	0	20	10	10
g) Tests	0	15	0	0	5	0
h) Illustrations	0	0	0	0	10	0
i) Communication Act.	0	0	0	10	5	10

V. Representativeness of	1	2	3	4	5	6
Cultural Situations	S	S	S	N	S	Y

VI. Overall Evaluation:

A: The first two Dyula texts are ranked as good, with the third ranked as good to fair. The Maninka text (#4) is ranked as fair. The Manya text (#5) is ranked as good.

VII. Notes and Comments:

1. A: Limited by a 250 word vocabulary. Tonal rules are not fully explained. Tones are unmarked for proper nouns. Otherwise an excellent attempt to construct an orally oriented course.
   B: French based audiolingual text. Excellent format.
2. A: Requires much creativity on the part of the teacher. Needs more grammatical informations. Includes translation exercises.
   B: Dialogue based; does not use standard orthography.
3. A: Contains 20 dialogs in Dyula followed by 20 translations into French. First semester level.
4. A: Although course ib built around tone and tone "changes" it is not particularly orally oriented. As a quasi-phonetic orientation, itmisses some major phonological generalizations. Contains toomuch written commentary for a classroom text. Best used as a teacher's manual. Has provision for slides and taped naratives.
5. A: Considerable emphasis on reading, and dialogue memorization and direct translations. Cultural notes and self-evaluations are nice.
6. B: Situations for dialogues are contrived.

F. Mandinka, Maninka and Many Descriptive Materials:

I. Identification of materials:

1. Elements de grammaire de la langue mandinka, Creissels, D.
2. Elementary Mandinka Sentence Book (rev. ed.), Gamble, D.P.
3. A Grammar of Gambian Mandinka, Rowlands, E.C.
4. Iazyk malinke (mandingo), Labzina, Viktoria, Petrovina.
5. A Reference Handbook of Maniyaka, Cutler, S.

II. General Description:	1	2	3	4	5
a) Level	Adv	Beg	I/A	B/I	B
b) Adequacy as Descr.	Y	Y	Y	+/-	N
c) Suitability for Ref.	N	N	Y	+/-	N
d) Number of Pages	223	33	159	51	180
e) Printing Quality	E	OK	OK	OK	OK

III. Adequacy of:	1	2	3	4	5
a) Phonology analysis	N	Y	Y	Y	Y
b) Tone analysis	N	N	Y	N	Y
c) Morphology analysis	Y	Y	Y	+/-	+/-
d) Syntax analysis	Y	Y	Y	+/-	+/-
e) Explanations clear	Y	Y	+/-	Y	Y

IV. Indication of:	1	2	3	4	5
a) Dialect Choice					
b) Author background	N	Y	Y	Y	N
c) Examples given	Y	Y	+/-	Y	Y
d) Examples translated	Y	Y	Y	Y	Y

V. Overall Evaluation:

Of the three Mandinka, #3 is most highly recommended. Both the Maninka (#4) and the Manya(#5) are contain a summary of the equivalent of a first year course.

VI. Notes and Comments:

1. Theoretical orientation renders this work of little value as a reference grammar.
2. Layman's grammatical outline with many examples. No recognition of the existence of tone.
3. Treatment of tone and intonation is very unclear at times.
4. Contains equivalent of a first-year course. Poor treatment of tone. Grammatical presentation logically organized.
5. Introductory treatment of phonology, grammar, lexicon and learning procedures. Not really intended as a reference grammar.

G. Mandinka and Dyula Dictionaries

I. Identification of dictionaries:

1. A: English Mandinka Dictionary, Ashrif and Sidibe.
2. A: Lexique mandenkakan (dit Mandinka) du Senegal-mandenkaka danegafe, Balde.
3. A: Mandinka-English Dictionary, Gamble, D. P.
4. A: Mandinka English Dictionary, Tarawale et al.
5. A: Regles de transcription et lexique de base Jula, no author.
6. A: Petit dictionnaire dioula: dioula-francais, francais-dioula, Braconnier and Derive.
7. A: Lexique fondamentale du dioula de Cote-d'Ivorie, Dumestre, G.
8. B: Petit dictionnaire dioula: dioula-francais, francais-dioula, Braconnier and Derive.

II. General Description:	1	2	3	4	5	6	7	8
a) Level	Adv	Beg	B/I	B/I	B/I	Beg	Beg	Beg
b) Intended Use	NA	LN	N/L	N/L	N/L	N/L	N/L	Lrn
c) Number of Entries	58C	11C	38C	38C	26C	6C	6C	7C
d) Parts of Speech	Y	Y	Ra	N	N	Y	N	N
e) Printing quality	P	OK	Fa	Fa	OK	OK	OK	OK
III. Use of:	1	2	3	4	5	6	7	8
a) Examples	+/-	N	N	N	N	Y	Y	N
b) Translations	Y	-	-	-	-	Y	-	Y
IV. Indication of:	1	2	3	4	5	6	7	8
a) Tone Marking	N	Y	Ra	N	Y	Y	Y	Y
b) Dialect Choice	--	--	--	--	--	--	--	--
c) Author background	N	Y	Y	Y	Y	Y	Y	Y

V. Overall Evaluation:

Numbers 2 and 6 are recommended for student use.

VI. Notes and Comments:

1. A: No pronunciation guide for English or Mandinka.
2. A: Short description of orthography used is confusing; no examples.
3. A: Occasional tone length marking. Includes dialectal information.
4. A: Orthography not discussed. No tone marking, but vowel length indicated. English typographical errors; script unclear in places.
5. A: Transcription of tone not clear from explanation given.
6. A: Intended to accompany Ko di: cours de dioula.
7. A: Contains good tonal information and examples. Too small for a first year course. Some pages misordered.
8. B: Short word list for beginner.

H. Mandinka and Dioula Reading Materials:

I. Identification of materials:

1. A: Mandinka Reading Book, Gamble, D.P.
2. A: Mandinka Narratives from Kibaro, Gamble, D.P.
3. B: Additif a Ko Di? Cours de Dioula, Derive.

MANDINGO (continued)

II. General Description:	1	2	3
a) Level	Beg	Int	Beg
b) Organization	Sub	Sub	--
c) Annotations (Y/N)	+/-	+/-	Y
d) Number of Pages	15	22	44
e) Printing Quality	OK	OK	OK
f) Translations	Y	Y	Y
III. Indication of:	**1**	**2**	**3**
a) Tone marking	N	--	--
b) Dialect Choice	--	--	--
c) Author background	N	Y	Y

IV. Overall Evaluation:

A: Both #1 and #2 may be useful as course supplements.

V. Notes and Comments:

1. A: Contains songs, letter, terms of respect, prayers, similes, riddles, proverbs, ideoms and stories. Useful as one of a number of supplements to course.
2. A: Contains news items. Interlinear English-Mandinka format. Interesting cultural material.
3. B: Extremely basic.

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MENDE/BANDI/LOKO

1 CLASSIFICATION AND WHERE SPOKEN

Mende, Bandi, and Loko belong to the southwestern group of Mande and are spoken in Sierra Leone/Liberia, northeastern Liberia, and north-central Sierra Leone, respectively.

2 NUMBER OF SPEAKERS

Figures are incomplete for this group. UBS (1982) notes 76,000 Loko speakers and 40,000 Bandi speakers. WTPR (1978) notes 940,000 Mende speakers in Sierra Leone and Liberia.

3 USAGE

Mende is a regional lingua franca and first language in southern Sierra Leone; it is one of the four major languages of Sierra Leone. Bandi and Loko are local first langauges.

4 DIALECT SURVEY

No thorough dialect survey has come to our attention. Dwyer reports that Mende, Bandi, and Loko "stand on the dividing line between being distinct languages and being dialects."

5 ORTHOGRAPHY STATUS

No standard orthography exists for any of these languages, although Mende is supported by a sizable dictionary.

6 SETS OF LEARNING MATERIALS REQUIRED

Dwyer suggests separate sets of learning materials for Mende, Bandi, and Loko, with priority given to Mende, the language/dialect with the largest number of speakers.

7 RESOURCES

A. Institutional Resources
  Adult Education Unit, Sierra Leone
  *Fourah Bay College
  *Indiana University
  *Institute for Liberian Languages
  *Languages et Civilisations a Tradition Oral (CNRS)
  *Lutheran Bible Translators
  *Michigan State University
  *Ministry of Education, Sierra Leone
  *University of Illinois at Urbana-Champaign
  *University of London-SOAS
  *University of Nice
  *University of Toronto
  *University of Wisconsin at Madison

MENDE/BANDI/LOKO (Continued)

B. Individual Resources

Don Kovac, Bandi
Ibrahim Bangura
Donald G. Churma, Loko
William L. Coleman, Mende
David Dwyer, Me, Ba, Loko
Gordon Innes, Mende, Loko
Diane Kimball, Loko
Les Kimball, Loko
Diana Kovac, Bandi
J. Pemagbi
Keren Rice, Mende
Joko Sengova, Mende
Richard A. Spears, Mende
William E. Welmers, Me, Ba

8. EVALUATIONS

Reviewer/s: A: David Dwyer
B: Joko M.A. Sengova,

A. Learning Materials

I. Identification of Materials:
1. NR: Mende Notebook with Tapes, Berrian, Albert H.
2. NR: Mende: Basic Course, Coleman,
3. A&B: A Practical Introduction to Mende, Innes, G.
4. A&B: Basic Course in Mende, Spears, Richard A.
5. A: Short Course in Mende, Spears, R. A. and A. Stevens
6. A: A Handbook of the Mende Language, Sumner, A.T.

II. General Description:	1	2	3	4	5	6
a) Level	B	B	B/A	B	B	B
b) Dependency	NR	NR	D/I	D/S	D	D
c) Methodology	NR	NR	S/N	S/A	ST	GT
d) Number of Pages	47	NR	228	577	192	191
e) Printing Quality	NR	NR	E	G	G	E
f) Linguistic Coverage	NR	NR	G/E	G	G	G*
III. Indication of:	1	2	3	4	5	6
a) Tone Marking	NR	NR	Y	Y	Y	Y*
b) Dialect Choice	NR	NR	N	N	N	N
c) Author Background	NR	NR	Y	N	N	N
IV. Chapter Design:	1	2	3	4	5	6
a) Dialogs	NR	NR	15	0	25	5
b) Notes on Dialogs	NR	NR	5	0	70	0
c) Readings	NR	NR	20	0	0	3
d) Grammar Drills	NR	NR	25	80	0	11
e) Grammar Notes	NR	NR	15	15	0	65
f) Vocabulary	NR	NR	5	5	5	11
g) Tests	NR	NR	15	0	0	3
h) Illustrations	NR	NR	0	0	0	0
i) Communication Act.	NR	NR	--	0	0	0
V. Representativeness of	1	2	3	4	5	6
Cultural Situations	NR	NR	G	P	F	0

VI. Overall Evaluation:

A: Currently I would recommend a course assembled by an instructor using various parts of many of these books. The orthography using Spears (#5 and #6) with the organization of Innes (#3) and supplemented heavily with additional cultural material some of which could be drawn from Sumner (#6) and Sengova and Hunter listing under readers.

B: Recommends that #4 be used with $5 as a supplement.

VII. Notes and Comments:

1. A: Not available for review.
2. A: Not available for review.
3. A: This book (like #6) is somewhere between a reference grammar and a text book. While lacking a large quantity of texts and dialogues it does contain drills and exercises. While the orthography is more or less standard, the tonal representation misses one important contrast.
   B: Uses the natural method.
4. A: Book is almost completely structural drills with explanitory notes. There are no dialogs or texts and very little cultural in the way of cultural information. Drills are well structured and could be incorporated as needed with other texts. The tonal orthography developed here has become standard.
   B: Uses the audio-lingual, more of a supplementary text or a teacher's manual than a student text book.
5. A: This is a companion volume to #4 and is included with it. Still, the course lacks dialogs and texts and would require supplemental materials.
6. A: The system of orthography is out of date, and tones are not fully distinguished. Still good examples and illustration. Perhaps useful as a resource book.

B: Descriptive Materials

I. Identification of Materials:

1. A: A Grammar of the Mende Language, Aginsky, E.G.
2. A: A Mende grammar with tones, Brown, S.
3. A: An introduction of the study of Mende; Crosby, K.H.
4. A: A Mende Grammar, Innes, Gordon
5. A: The Structure of Sentences in Mende, Innes, Gordon
6. A: The Mende Language (Sierra Leone), Migeod, Frederic W.
7. A: An outline of Loko with texts. Innes, G.
8. A: Die Sprache der Bandi im nordwestlichen Liberia, Heydorn, R.
9. A: Grammatical Notes on Bandi, Purves, Ndebe, and Bombo.

II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	I	I	I	I	I	I	I	I	I
b) Adequacy as Descr.	G	F	F	G	G	G	G	G	G
c) Suitability for Ref.	N	N	N	Y	Y	N	N	N	Y
d) Number of Pages	111	22	65	151	142	271	58	62	--
e) Printing Quality	E	F	E	G	G	E	E	E	F

III. Adequacy of:	1	2	3	4	5	6	7	8	9
a) Phonology Analysis	N	N	Y	Y	N	N	Y	Y	Y
b) Tone Analysis	N	N	N	NA	G	G	G	N	N
c) Morphology Analysis	G	N	N	Y	Y	Y	G	Y	G
d) Syntax Analysis	G	N	N	N	Y	G	G	G	G
e) Explanations Clear	U	U	U	U	U	U	U	U	U

MENDE/BANDI LOKO (continued)

IV. Indication of:	1	2	3	4	5	6	7	8	9
a) Dialect Choice	N	N	N	Y	Y	Y	N	N	N
b) Author Background	N	N	N	Y	N	N	N	N	N
c) Examples Given	Y	Y	Y	U	Y	Y	Y	Y	U
d) Examples Translated	Y	Y	Y	Y	Y	Y	Y	Y	Y

V. Overall Evaluation:

The best reference grammar is Innes'A practical introduction to Mende (see learning materials) though as mentioned his tonal orthography misses a key contrast. For the Loko and Bandi dialects, The Innes and the Purves respectively are recommended.

VI. Notes and Comments:

1. A good grammar in its time, though now out of date.
2. A technical grammar, not clearly presented and not useful pedagogically
3. A technical grammar, which while tonally accurate, not useful pedagogically.
4. Not available for review.
5. Although the orthography is out of date, and the tone is not consistently marked, contains a number of stories and useful vocabulary lists. Useful as a teacher's resource.
6. Best text available on syntax, though tones not always marked and not intended as a reference grammar.
7. Brief, but concise grammar, and the only one available.
8. Brief, but concise grammar. The orthography is out of date, tones are not consistently marked.
9. Based to some extent on #8 and similar in quality, though tones are marked and orthography is modern.

C. Dictionaries

I. Identification of dictionaries:

1. A: A dictionary of the Mende langauge, Eaton, M.
2. A&B: A Mende-English Dictionary, Innes, Gordon
3. A: Mende Natural History Vocabulary, Migeod, .W. H.
4. A: Bandi-English, English-Bandi Dictionary, Purves et al.
5. A: Basic Course in Mende, Spears, Richard A.

II. General Description:	1	2	3	4	5
a) Level	NR	ALL	ADV	INT	BEG
b) Intended Use	NR	REF	TCH	REF	REF
c) Number of Entries	NR	64K	NA	1K	1K
d) Parts of Speech	NR	Y	NA	Y	Y
e) Printing Quality	NR	EX	EX	G	G

III. Use of:	1	2	3	4	5
a) Examples	NR	Y	N	F	F
b) Translations	NR	Y	N	F	F

IV. Indication of	1	2	3	4	5
a) Tone Marking	NR	Y	NA	Y	Y
b) Dialect Choice	NR	N	N	N	N

MENDE/BANDI LOKO (continued)

V. Overall Evaluation:

1.A: Despite undifferentiated low-polarized and low high tones, the Innes (#3) is the most comprehensive dictionary with extensive use of examples and morphological breakdowns. The Spears provides full tone marking, but is more limited in entries. The Purves (#5) is adequate for a beginner's Bandi dictionary.

B: Most highly recommended Mende dictionary.

VII. Notes and Comments

1. Not available for evaluation.
2. A: Tones not fully distinguished but otherwise excellent dictionary; dialectal variants often given
   B: references to alternations in stem initial consonant.
3. Lists Mende terms for various flora and fauna.
4. Not available for evaluation; comments offered by reviewer based on recollection.
5. Useful in providing tones but lacks examples and usages.

D. Reading Materials

I. Identification of materials:

1. A&B: Spoken Mende, conversations and paradigms, Sengova et al.
2. A: Royal Antelope and Spider, Kilson.
3. B: Kahunyade Majoo Yii. Bunumbu Press
4. B: Mende Domiisia. FALP/CARE
5. B: Kpaa Yenge Golei. Ministry of Ed., Adult Education Unit.

II. General Description:	1	2	3	4	5
a) Level	B	A	I	I	A
b) Organization	G	G	G	P	P
c) Annotations (Y/N)	Y	N	N	N	N
d) Number of Pages	108	369	20	20	29
e) Printing Quality	G	E	G	F	F
III. Indication of:	1	2	3	4	5
a) Tone Marking	Y	N	N	N	N
b) Dialect Choice	N	N	N	N	N
c) Author Background	N	N	N	N	N

IV. Overall Evaluation

A: Number 1 is recommended for the beginning level; #2 is more suitable at the advanced level..

B: The first reader is particularily useful at the beginning level. #4 and #5 are not particularily useful.

V. Notes and Comments

1. A: Very useful as a supplement to introductory materials. Tone is marked, but is phonetic rather than phonemic (e.g. Spears).
   B: Reader has five fairly long, well written texts on health topics and reflects spoken mende in a fairly reasonable manner.
2. A: Annotated folktales; useful at the advanced level.With introduction to Mende culture and story telling; contains a sizable collection of Mende folktales, but without annotations

3. Good supplement for beginning or intermediate course.
4. Inconsistent spelling, no tone marking, and poorly organized. Not very useful.
5. Intended for use in adult literacy programs. Amaturish in design and not particularily useful.Lessons are not well planned.

9. BIBLIOGRAPHY

A. Mende: Learning Materials

Berrian, Albert H.
1966 Mende Notebook with Tapes. Hampton, Va.: Hampton Institute. Pp. 47.
Coleman, W. L.
n.d. Mende: Basic Course. Bloomington: Indiana University.
Crosby, K.H.
1944 An introduction of the study of Mende; with a phonetic introduction to Mende by Ida C. Ward. Cambridge: W. Heffer and Sons. Pp. 65.
Innes, Gordon.
1967 A Practical Introduction to Mende. London: School of Oriental and African Studies, University of London. Pp. 228.
Migeod, Frederic W.
1908 The Mende Language (Sierra Leone). London: Trubner and Co. Pp. 271.
Spears, Richard A.
1967 Basic Course in Mende. Evanston: Northwestern University. Pp. 577.
------, and A. Stevens.
1967 Short Course in Mende. Evanston: Northwestern University. Pp. 192.

B. Mende: Descriptions

Aginsky, E.G.
1935 A Grammar of the Mende Language. Baltimore, Md.: Linguistic Society of America. Pp. 111.
Brown, S.
1958 A Mende grammar with tones. Bo, Sierra Leone: Protectorate Literature Bureau.
Crosby, K. H.
1939 A study of the Mende language. Ph.D. thesis. University of London.
Innes, Gordon.
1962 A Mende Grammar. London: Macmillan. Pp. 151.
1963 The Structure of Sentences in Mende. London: School of Oriental and African Studies, University of London. Pp. 142.
1967 A Practical Introduction to Mende. London: School of Oriental and African Studies, University of London.

MENDE/BANDI LOKO (continued)

Sumner, A.T.
1917 *A Handbook of the Mende Language*. Freetown, Sierra Leone: Government Printing Office. Pp. 191.

C. Mende: Dictionaries

Eaton, M.
n.d. *A dictionary of the Mende langauge*. Freetown, Sierra Leone.
Innes, Gordon.
1969 *A Mende-English Dictionary*. London: Cambridge University Press. Pp. 155.
Migeod, Frederick Williams Hugh.
1913 *Mende Natural History Vocabulary*. London: Trubner and Co. Pp. 41.

D. Mende: Readers

Bunumbu Press
1984 *Kahunyade Majoo Yii*. Bo, Sierra Leone: Bunumbu Press. Pp. 20.
FALP/CARE
1984 *Mende Domiisia*. FALP/CARE. Pp 20.
Kilson, M.
1976 *Royal Antelope and Spioder: West African Mende Tails*. Cambridge, Ma.: The Press of the Langdon Associates. Pp. 369.
Ministry of Education.
n.d. *Kpaa Yenge Golei*. Freetown, Sierra Leone: Ministry of Education, Adult Education Unit. Pp. 29.
Sengova, Joko, and Linda Hunter.
1979 *Spoken Mende, conversations and paradigms*. Madison: African Studies Program, University of Wisconsin. Pp.108.

E. MENDE: OTHER

Little, K.
1951 *The Mende of Sierra Leone: A West African People in Transition*. London: Routledge and Kegan Paul.

F. Bandi: Descriptions

Heydorn, R.
1940-1 *Die Sprache der Bandi im nordwestlichen Liberia. Zeitschrift fur Eingebornen Sprachen*. 31:81-114.
Purves, Ndebe, and Bombo.
n.d. *Grammatical Notes on Bandi*.
Welmers
n.d. Notes on Bandi. Manuscript.

G. Bandi: Dictionaries

Purves, Ndebe, and Bombo.
1966 Bandi-English, English-Bandi Dictionary. Stenciled Manuscript.

H. Bandi: Other

Dennis, Benjamin.
1972 The Gbandes: A people of the Liberian Hinterland. Chicago: Nelson-Hall.

I. Loko: Descriptions

Innes, G.
1964a An outline of Loko with texts. African Language Studies. 5:115-73.

MERU C-14

1 CLASSIFICATION

Meru is considered part of the Meru-Tharaka subgroup of the Central Kenyan group of Bantu (rather than Guthrie's E53, Kikuyu-Kamba group). See Heine (1980) for an extensive discussion of the reclassification argument. Meru is spoken east of Mount Kenya in Meru District, Kenya.

2 NUMBER OF SPEAKERS

The 1979 Kenya census shows the combined total of Meru groups (Tigania, Igembe, Imenti, Mitine, Igoji, Mwimbi, Muthambi, and Chuka) to be 830,000 (Mbaabu, personal communication, 1985). Other figures range from 800,000 (WBTR, 1982), to 540,000 (Heine, 1980), to 350,000 (Voegelin and Voegelin, 1977).

3 USAGE

Meru is a local first language and one of the languages broadcast over the Voice of Kenya.

4 DIALECT SURVEY

Dialect survey work for Kenya languages is offered in Heine and Molig (1980).

5 ORTHOGRAPHY STATUS

Although Kimeru has seven vowels, only five are used in the orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not known at this time whether one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
   *University of Wisconsin at Madison

B. Individual Resources
   Patrick Bennett
   Kathryn Speed Hodges
   Rachel Kanyoro
   Ireri Mbaabu
   D. Nyaga

8. EVALUATIONS

The materials abailable were judged to be insufficient for a meaningful evaluation.

9. BIBLIOGRAPHY

D. Readers

Author Unknown.
1975 *Ngoro cia Nyomoo* (Meru tales of animals). Meru Bookshop - Methodist Church in Kenya. Reprint.
Holding, E. Mary.
1951 *Kamincuria Metho* (Meru Reading Primer for Adults). Nairobi: East African Literature Bureau. Reprinted in 1977.
Jones, Bertha.
1975 *Ui wiji Atia Iuku Ria Standard 3*. Nairobi: East African Literature Bureau. Reprint.
Laughton, W.H.
1959 *Twiteni Tukathome Iuku ria Standard I* (A Reading Primer for Meru Schools). Reprinted in 1970.
1961 *Jukia Iuku Ukathome Iuku Ria Standard 2* (Take the Book and Reader for Std II). 6th reprint in 1972.
n.d. *Meru Tribe*. The Peoples of Kenya Series No. 10.
Mbaabu, Ireri.
1978 *Methali Vitendawili na Mashairi ya Kimeru* (Proverbs Riddles and Oral Kimeru Poetry). Nairobi: East African Literature Bureau.
Mackenzie, J.K.
1951 *Mwekuru Mwaria*. Nairobi: East African Literature Bureau. 3d reprint in 1981.
Nyaga, Fr. David.
forthcoming *Midarire na Mituurire ya Amiiru*. Nairobi: Heinemann Educational Books.
Richards, C.G.
1983 *Kagituju Kajigi Na Johana Muritu*. 3d ed.

The following were prepared by the Curriculum Development Department, Kenya Institute of Education, Ministry of Education, Nairobi, Kenya:

H.N. Ethaiba and Company.
1970 *Ariithi Ndemi* (Supplementary Reader 2), Longmans.
E.W. Gachukia and Company.
1968 *Kaaria na mubira Iwawe* (Book 1C), Longmans.
1970 *Igi ria Ruutha* (Book 2A).
1968 *Thigu ya John* (Supplementary Reader 2).
E.B. Mpungu and Company
1970 *Nguka ya Ba Nkatha* (Supplementary Reader 1 for Primary 2).
E.N. Gachukia
1967 *Primary Course* (Book 1B).
F. Kwambutho
1967 *Mwana wa Wanja* (Supplementary Read 1).

MERU (continued)

E. Other

Glazier, Jack.
1970 "Conflict of Conciliation among the Mbeere of Kenya" (manuscript). Berkeley: University of California.

Malcom, Guthrie.
n.d. *The Classification of Bantu Languages*. International African Institute.

MONGO/NKUNDO B-21

1 CLASSIFICATION

"Mongo is the name most currently used for a whole cluster of more or less closely related dialects. Originally the term was applied only to the northern section, with Nkundo being restricted to the Southern Part (between the equator and the river Kasai.) Nowadays, the tendency is to use the term (Lo-)Mongo for the whole ethnic/linguistic group, reserving Nkundo for the sections of the western part" (Hulstaert, personal communication, 1986). Mongo and Nkundo belong to the Bongo Group (Guthrie C61) of Bantu and are spoken in northwestern Zaire and around Mbandaka.

2 NUMBER OF SPEAKERS

Alexandre (1981) suggests approximately 500,000 speakers, while Voegelin and Voegelin (1977) note more than 217,000 (presumably first-language) speakers. Hulstaert suggests 500,000 for Mongo and approximately two million for the whole group.

3 USAGE

Hulstaert reports that "Mongo is used both as a local language by the Western-Central dialect cluster defined above and as a lingua franca by the other dialect speakers in the basins of Lulonga, Tshuapa, and their affluents. It is also spoken as a second language by the limitroph Ngombe between the rivers Ruki and Ikelemba."

4 DIALECT SURVERY

Voegelin and Voegelin (1977) report five dialects of Mongo/Nkundo, of which Nkundu is the largest.

5 ORTHOGRAPHY STATUS

Different orthographies have been developed by the Catholic and Protestant missions. To our knowledge, neither has received official status.

6 SETS OF LEARNING MATERIALS REQUIRED

Only one set of materials appears to be required, based on the western dialects, which serve as the lingua franca.

7 RESOURCES

A. Institutional Resources
We have received no information concerning institutions involved in the teaching of or research on Mongo/Nkundo.

B. Individual Resources

Walter D. Cardwell, Nkundo
Wilma Jaggard Hobgood, Mongo
G. Hulstaert, Mongo
Fran Maloka, Nkunko
Gertrude Shoemaker, Mongo

8. EVALUATIONS

Reviewer: G. Hulstaert, Ben Hobgood, P. Sangana and G. Shoemaker

A. Learning Materials:

I. Identification of Materials:

1. Hulstaert, Praktische Grammatica van het Lonkundo, 1938
2. Ruskin, A Grammar of the Lomongo Language, 1934
3. McKittrich, Guide to the Lunkundu Language, 1897
4. Johnson, Beginners' Lonkundo, n.d.
5. Hobgood, Lonkundo-English Grammar, n.d.

	1	2	3	4	5
II. Printing:	1	2	3	4	5
a) Quality	E				
b) Number of Pages	270				
III. Dialect:	1	2	3	4	5
a) Indicated	Y				
b) Justified	--				
c) Acceptable	--				
IV. Orthography:	1	2	3	4	5
a) Uses Standard	--				
b) Tone Marked	Y				
V. General Description:	1	2	3	4	5
a) Level	B				
b) Dependency	I	I	D	I	I
c) Methodology	Dir				
d) Adaptability	--				
e) Overall Ranking	E/G	G	F	E	G
VI. Organization:	1	2	3	4	5
a) Basis					
b) Quality	G				
VII. Grammar Analysis:	1	2	3	4	5
a) Adequacy	(as in V.e) above)				
b) Thoroughness					
VIII. Cultural Situations:	1	2	3	4	5
a) Representative					
b) Sufficient					
IX. Chapter Design:*	1	2	3	4	5
a) Dialogs					
b) Notes on Dialogs					
c) Readings					
d) Grammar Drills					
e) Grammar Notes					
f) Vocabulary					
g) Tests					

MONGO/NKUNDU (continued)

h) Illustrations
i) Communication Act.
j) Learning suggestions
k) Other

* percentages not given

B. Descriptive Materials:
NOT GIVEN

C. Dictionaries

I. Identification of Dictionaries:
1. E.A. and L. Ruskin, Dictionary of the Lomongo Language,
2. Hulstaert, Dictionnaire Francais-Lomongo, 1952
3. Hulstaert, Dictionnaire Lomongo-Francais, 1957
4. Eddie, J.B., English -Kilolo Vocabulary, 1887

II. Printing:	1	2	3	4
a) Quality	G	E	E	
b) Number of Pages	651		1950	

III. Dialect:	1	2	3	4
a) Indicated	Y	Y	Y	
b) Justified				
c) Acceptable				

IV. Orthography:	1	2	3	4
a) Uses Standard				
b) Tone Marked		Y	Y	
c) Pronuncations Given				
d) Pron. Accurate				

V. General Description:	1	2	3	4
a) Level	BIA	I,A	I,A	
b) Intended Use				
c) Use as student dict.		H,C	H,C	
d) Overall Ranking	G	E	E	E*

*Excellent as the first dictionary of a then totally unknown language.

VI. Entries:	1	2	3	4
a) Number of entries	8K		20K	
b) Parts of speech	Y		Y	
c) Examples Given	N		Y	
d) And Translated	NA		Y	
e) Explanations Clear	Y		Y	

D. Reading Materials:

I. Identification of Materials:
1. Hulstaert, Buku ea Mbaanda, 1935
2. M.S.C., Bokolo boki Ulu, 1950
3. _ , Bekolo bya Biloko, 1953 1937
4. _ , Bekolo by'akambo, 1954
5. Lemaire, Lokendo ja Bocwei , 1924
6. Bolenge, Bonkanda wa Mbaanda, 1957 1930
7. _ , Basolo la Besako, 1937 1933

MONGO/NKUNDU (continued)

8. _ , Botembe wa Yoko, 1956 1936
9. _ , Robinson Crusoe, 1927
10. C.B.M., Bonkanda wa Nsango, 1930

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	E									
b) Number of Pages	90									
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	Y									
b) Justified										
c) Acceptable										
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses Standard										
b) Tone Marked	Y									
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	I									
b) Intended as reader										
c) Use as reader										
d) Overall Ranking	F	F	E	E	G	F	G	G	F	G
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Basis										
b) Quality										
VII. Annotations:	1	2	3	4	5	6	7	8	9	10
a) Given	NA									
b) Helpful										
c) Readings Translated	NA									

VIII. Briefly describe the subject matter:
NOT GIVEN

9. BIBLIOGRAPHY

B. Dictionaries

No author.
1957 Dictionnaire lomongo-francais. 2 vols. Tervuren: Musee Royal du Congo Belge. A comprehensive dictionary primarily intended for the speaker of French.

Hagendorens, J.
1956 Dictionnaire Francais-Otetela. Tshumbe-Ste-Marie, Zaire.

Hulstaert, G.
1952 Dictionnaire francais-lomongo (lonkundo). Antwerp: De Sikkel. Pp. 466. Intro. includes outline of phonetics, tonology, and grammar. Parts of speech, grammatical information, synonyms, and cross-references provided. Loan words indicated.

Ruskin, Edward A., and Lily A. Ruskin.
1928 Dictionary of the LoMongo Language, LoMongo-English-French, and English-LoMongo Dictionary. London: Christian Literature Society. Pp. 651.

C. Descriptions

No author.
1938 Praktische grammatica van het lonkundo (lomongo) (Belgisch, Kongo). Antwerp: De Sikkel. Pp. 272.

No author.
1956 Syntaxis van het Lomongo. Leuven: Universiteit te Leuven. Pp. 142.

Hulstaert, G.
1961 Grammaire du lomongo. 3 vols. Tervuren and Leiden: Musee Royal de l'Afrique Centrale and E. J. Brill. (Vol. 1, Phonology; vol. 2, Morphology; vol. 3, Syntax.)

Jacobs, John.
1962 Tetela-grammatica (Kasayi, Kongo). 3 vols. Pub. O.-A. Inst. Gent, Reeks I, D1. 1. (Vol. 2 republished: Tetela-Grammatica, Kasayi (Republique Zaire. 2d ed. Deel II: Morphologie. A: Nomina - Pronomina - Verba. B: Verba-Invariabilia.) Gent, Belgium: Wetenschappelijke Uitgeverij en Boekhandel. Pp. 339 in 2 vols.

Mamet, M.
1955 La langue Ntomba telle qu'elle est parlee au Lac Tumba et dans la region avoisinante (Afrique Centrale). Tervuren: Musee Royal du Congo Belge. Pp. 377.

Rop, Albert Jozef de.
1958 Grammaire du lomongo: phonologie et morphologie. Leopoldville: Faculte de Philosophie et Lettres, Universite de Leopoldville. Pp. 116.

MOORE B-21

1 CLASSIFICATION AND WHERE SPOKEN

Moore, spoken by the Mossi, belongs to the Gur group of Niger Congo. Moore is spoken in Central Burkina Faso. It is also spoken by Mossi working in Ghana, Ivory Coast, and Burkina Faso.

2 NUMBER OF SPEAKERS

Tiendrebeogo (1982) and Yago (1982), based on the 1975 census, list 2.7 million speakers of Moore, while WTPR notes 2.5 million. Johnson (1978) lists 175,000 first language Moore speakers in Ghana. Canu (1981) states that the latest surveys indicate about 1.7 million people have Moore as their mother tongue.

3 USAGE

Moore is widely used as a lingua franca as well as for a first language. Broadcasts in Moore are heard in Burkina Faso and Ivory Coast.

4 DIALECT SURVEY

Canu (1981) reports that Moore has four main mutually intelligible dialects: Ouagadougu, Ouahigouya, Kaya, and Tendoko. The Moore Language Board (Sous-Commission Nationale du Moore) distinguishes six mutually intelligible dialects: Lallweoogo, Wubrweoogo, Zundweoogo, Saremde, Taoolende, and Yaadre (Nikema, personal communication, 1986).

5 ORTHOGRAPHY STATUS

"Moore does have a standard official orthography. It was elaborated in 1977 by the Commission nationale des langues voltaigues" (Norbert Nikiema, personal communication, 1985).

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials should be sufficient, based on the Ouagadougu dialect.

7 RESOURCES

A. Institutional Resources

- *Missionaries of Africa
- *University of Ouagadougou
- *Upper Volta Baptist Mission
- *World Relief Corporation
- Centre d' Etudes du Moore
- University of Texas, Austin
- Institut pour l'Alphabetisation Fonctionelle des Adultes (INAFA, Ouogn)
- Institut Pedogogique du Burkina Faso
- IRSH (DGRST) Ouagadougou
- Ecoles de Catechistes, Imasgo
- Centre de Guilengu

B. Individual Resources

Gaston Canu
Dim Delobrour
Patsy Eitelman
F. Guirma
Cuba Hall
John F. Hall
Izard
Raphael Kabore
Daniel Kompaore
Moise Napon
Norbert Nikiema
Prospect Ouedraogo
R. Mathieu Ouedraogo
Pageard
Thomas Peterson
Nancy Strickland
Del Jr. Tarr
Yamba Tiendrebeoso
Tauxier

8. EVALUATIONS

Reviewer: A: R. Mathieu Ouedraogo
B: Norbert Nikiema

A. Learning Materials:
I. Identificion of materials:
1. A: Ed Gom Moore, Nikiema
2. A: Mam Karemdame, Bunkungu.
3. A: Mam Goomda Moore, R.M. Ouedraogo.
4. A: Moor Zamsgo Sebre, Kompaore.
5. A: Moor Zamsego, P. Ouedrogo.
6. A: La langue Moore, Alexandre.
7. B: Moore Basic Course, Lehr et al.
8. B: Ed Gom Moore, Nikiema
9. B: Moor Zamsgo Sebre, Kompaore.

II. Printing:	1	2	3	4	5	6	7	8	9
a) Quality	Gd	--	Gd	--	--	Gd	Ex	460	178
b) Number of Pages	--	--	--	--	--	--	340	Gd	Ex

III. Dialect:	1	2	3	4	5	6	7	8	9
a) Indicated	Y	N	N	--	Y	--	N	N	N
b) Justified	--	--	--	--	--	--	--	--	--
c) Acceptable	Y	N	N	Y	Y	--	Y	Y	Y

MOORE (continued)

IV. Orthography:	1	2	3	4	5	6	7	8	9
a) Uses standard	--	--	--	--	--	--	--	--	--
b) Tone Marked	Y	N	Y	--	N	Y	Y	Y	N
V. General Description:	1	2	3	4	5	6	7	8	9
a) Level	All	Beg	All	Beg	Beg	All	Beg	B/I	Beg
b) Dependency	Ind	Ind	Ind	Ind	Ind	Ind	--	--	--
c) Methodology	--	A/D	A/D	--	AL	--	AL	A/D	*
d) Adaptability	Y	Y	Y	Y	--	--	Y	Y	S
e) Overall ranking	Ex	Ex	Ex	Ex	Ex	Ex	--	--	--
VI. Organization:	1	2	3	4	5	6	7	8	9
a) Basis	G&C	--	G&C	--	G&C	--	C	C	G
b) Quality	Gd	Gd	Gd	--	Gd	--	--	--	--
VII. Grammar Analysis:	1	2	3	4	5	6	7	8	9
a) Adequacy	Y	Y	--	--	Y	--	N	Y	Y
b) Thoroughness	Y	--	--	--	--	--	--	--	--
VIII. Cultural Situations:	1	2	3	4	5	6	7	8	9
a) Representative	Y	Y	Y	--	Y	--	Y	Y	Y
b) Sufficient	--	--	--	--	--	--	--	--	--
IX. Chapter design:	1	2	3	4	5	6	7	8	9
a) Dialogs	--	--	--	--	--	--	--	--	--
b) Notes on Dialogs	--	--	--	--	--	--	--	--	--
c) Readings	--	--	--	--	--	--	--	--	--
d) Notes on Readings	--	--	--	--	--	--	--	--	--
e) Grammar Drills	--	--	--	--	--	--	--	--	--
f) Grammar Notes	--	--	--	--	--	--	--	--	--
g) Vocabulary	--	--	--	--	--	--	--	--	--
h) Tests	--	--	--	--	--	--	--	--	--
i) Illustrations	--	--	--	--	--	--	--	--	--
j) Communication Act.	--	--	--	--	--	--	--	--	--
k) Learning suggestions	--	--	--	--	--	--	--	--	--
l) Other	--	--	--	--	--	--	--	--	--

X. Notes and Comments:

1. Methodology is both direct and audio/lingual. The basis of organization is both grammar and communicative situations.
3. Methodology is both direct and audio/lingual. The basis of organization is both grammar and communicative situations.
5. The basis of organization is both grammar and communicative situations.
8. Methodology is both direct and audio/lingual.
9. Uses the mimmem method.

XI. Overall Evaluation:

A: All materials are excellent.

B: No evaluations were proposed.

B. Descriptive Materials:

I. Identification of materials:

1. A: Moor Gulsg sebre, Nikiema.
2. B: La langue more, Canu.
3. B: Moore Structure, Peterson.
4. B: On the linguistic bases of Moore orthography, Nikiema.
5. B: Dynamique des tons et intonations en moore, Kinda.
6. B: Essai d'analyse de la langue moore, Kabore.
7. B: La langue more, Alexandre.

II. Printing:	1	2	3	4	5	6	7
a) Quality	Ex	Ex	Ex	Ex	Ex	Gd	--
b) Number of Pages	265	490	401	226	345	752	--
III. Dialect:	1	2	3	4	5	6	7
a) Indicated	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7
a) Uses standard	--	--	--	--	--	--	--
b) Tone Marked	--	N	Y	Y	Y	Y	--
V. General Description:	1	2	3	4	5	6	7
a) Level	All	Tch	Tch	Tch	Tch	Tch	--
b) Reference or Tech.	Yes	N	N	--	N	N	--
c) Overall ranking	Ex	--	--	--	--	--	--
VI. Organization:	1	2	3	4	5	6	7
a) Quality	--	--	--	--	--	--	--
VII. Presentation:	1	2	3	4	5	6	7
a) Thoroughness	--	--	--	--	--	--	--
b) Adequate for Ref.	Y	F	F	F	F	F	Gd
c) Adequate as Tech.	Y	F	Ex	Ex	Ex	Ex	Gd
d) Examples given	Y	Y	Y	Y	Y	Y	--
e) And translated	Y	Y	Y	Y	Y	Y	--
f) Explanations clear	Y	Us	Y	Y	Y	Y	--
VIII. Grammar Analysis:	1	2	3	4	5	6	7
a) Phonology	Y	N	Y	Y	Y	Y	--
b) Tone	Y	N	Y	Y	Y	Y	--
c) Morphology	N	Y	Y	Y	Y	Y	--
d) Syntax	N	N	Y	Y	Y	Y	--

IX. Notes and Comments:

1. No other comments beyond excellent ranking.
2. A technical grammar for linguists.
3. A technical grammar for linguists.
4. A technical grammar for linguists. Contains little syntax.
5. A technical grammar for linguists.
6. A technical grammar for linguists.

XI. Overall Evaluation:

A: No comment beyond the excellent rating for #1.

B: None of the grammars reviewed are really suitable as a reference grammar. Number 7 (=#1) is out of date, the others are much too technical and the data in #2 are particularly bad and unreliable.

MOORE (continued)

C. Dictionaries

I. Identification of dictionaries:
1. B: Dictionnaire encyclopedique de la langue moore, Zongo.
2. B: Dictionary and practical notes, Hall.
3. B: La Langue more (part II), Alexandre

II. Printing:	1	2	3
a) Quality	Fa	Gd	Ex
b) Number of Pages	1272	160	493

III. Dialect:	1	2	3
a) Indicated	--	--	--
b) Justified	--	--	--
c) Acceptable	--	--	--

IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	N	N	N
c) Pronuncations Clear	Us	Oc	Us
d) Pron. Accurate	--	--	--

V. General Description:	1	2	3
a) Level	Adv	Adv	I/A
b) Intended Use	Ref	Ref	Ref
c) Use as student dict.	--	--	--
d) Overall ranking	Ex	Fa	Ex

VI. Entries:	1	2	3
a) Number of entries	14K	3K	12K
b) Parts of speech	N	N	N
c) Examples given	Us	N	Oc
d) And translated	Y	--	Y
e) Explanations clear	Us	N	Y

VII. Notes and Comments:
1. This book is more comprehensive than all other existing dictionaries and provides more detailed explanations. Unfortunately the orthography is hard to use and the overall presentation needs to be improved. The English - Moore component has 8,500 entries.
2. The material for this book was compiled a long time ago. The orthography is poor, omitting tones, length and nazalization. It is more of a glossary than a dictionary.
3. Although the orthography used is out of date, the contents of the dictionary is still the best we have.

VIII. Overall Evaluation:
A: No comments beyond the overall rankings.
B: See above.

D. Reading Materials:

I. Identification of materials:
1. A: Mos soolmor, Alexandre.
2. A: Tales from the Mogho, Guirma.
3. A: Les Contes du Mogho, Tiendrebeogo.
4. B: Contes mossi actuels, Canu.

MOORE (continued)

II. Printing:	1	2	3	4
a) Quality	Gd	--	--	Ex
b) Number of Pages	--	--	--	361
III. Dialect:	1	2	3	4
a) Indicated	--	--	--	--
b) Justified	--	--	--	--
c) Acceptable	---	--	--	--
IV. Orthography:	1	2	3	4
a) Uses standard	--	--	--	--
b) Tone Marked	N	--	--	*Y
V. General Description:	1	2	3	4
a) Level	I/A	--	--	--
b) Intended as reader	N	--	--	N
c) Use as reader	Ex	--	--	Fa
d) Overall ranking	Ex	Ex	Ex	Fa
VI. Organization:	1	2	3	4
a) Basis	*	--	--	V&C
b) Quality	--	--	--	--
VII. Annotations:	1	2	3	4
a) Given	N	--	--	Y
b) Helpful	--	--	--	--
c) Readings translated	N	--	--	Y

VIII. Briefly describe the subject matter:

1. Collection of tales.
4. The book is not meant to be a reader but rather an ethnological study of Mosi tails.

IX. Notes and Comments:

1. Basis of organization is a collection of tales.
4. The author seems to represent the tones of each word as he pleases. His "phonemic" transcription is so personal that the texts are hard to read and understand.

9. BIBLIOGRAPHY

A. Learning Materials

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Smith, Vivian.
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Hall, John Fenderson.
1950 Dictionary and Practical Notes, Mossi-English Languages. Ouagadougou. Pp. 157.
1953 Supplement to Mossi Dictionary. Ouagadougou.

MOORE (continued)

C. Descriptions

Alexandre, Gustave.
1953 *La langue more*. 2 vols. Dakar: Institut Francais d'Afrique Noire.

Canu, Gaston.
1975 *La langue more, Dialecte de Ouagadougou (Haute-Volta), Description synchronique*. Paris: SELAF. Pp. 490.

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Peterson, Thomas Howe.
1971 *Moore Structure: A Generative Analysis of the Tonal System and Aspects of the Syntax*. Los Angeles: University of California. Pp. 418.

Socquet, Msgr.
1952 *Manuel-Grammaire Mossi*. Dakar: Institut Francais d'Afrique Noire. Pp. 87.

D. Readers

Canu, Gaston.
1969 *Contes Mossi actuels*. Etude ethnolinguistique. Dakar: Institut Fondamental d'Afrique Noire. Pp. 361.

NAMA C-15

1 CLASSIFICATION AND WHERE SPOKEN

Nama is a Koisan language whose subclassification is widely contested; Greenberg lists it as Central South African Khoisan; Westphal considers it Khoikhoi. Nama is spoken from the Kaukau Veld in northern southwestern Africa (Namibia) to Cape Province in South Africa.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 98,000 speakers of Nama. Haacke, citing the 1981 census reports, gives 48,539 Nama along with 76,169 Domara speakers in Namibia.

3 USAGE

Nama is a regional language. It is currently being introduced as a university subject at The Academy (Windhoek).

4 DIALECT SURVEY

No dialect survey has come to our attention.

5 ORTHOGRAPHY STATUS

An authorized orthography for Nama exists.

6 SETS OF LEARNING MATERIALS REQUIRED

It is not clear how many sets of learning materials would be required for Nama.

7 RESOURCES

A. Institutional Resources
- *University of London (SOAS)
- University of Marburg
- University of Witwatersrand
- The Academy, Windhoek

B. Individual Resources
- Johannes Boois
- D. E. Damman
- Ben Fuller
- Wilfrid H. G. Haacke
- G.S. Nienaber
- Peter E. Raper
- A. Traill

8. EVALUATIONS

Reviewer: A: R. Ohly.
B: W. Haacke

NAMA (continued)

A. Learning Materials:

I. Identificion of Materials:

1. A: Kaa#khaasen da ge ra Namagowaba, Boois and Haacke.
1. B: Kaa#khaasen da ge ra Namagowaba, Boois and Haacke.
2. B: Nama in Gesprach in gesprek, Moritz.

II. Printing:	1	2	3
a) Quality	Gd	Gd	Gd
b) Number of Pages	600	639	30
III. Dialect:	1	2	3
a) Indicated	Y	N	N
b) Justified	--	--	--
c) Acceptable	Y	Y	Y
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	N	N	N
V. General Description:	1	2	3
a) Level	Int	Adv	Int
b) Dependency	Dep	Sup	Ind
c) Methodology	Dir	Dir	*
d) Adaptability	Y	Y	*
e) Overall ranking	G	G	F
VI. Organization:	1	2	3
a) Basis	G&C	G&C	C
b) Quality	W	W	W

G = Grammar; C = Communicative activities; W = well.

VII. Grammar Analysis:	1	2	3
a) Adequacy	Y	*	Y
b) Thoroughness	--	--	--
VIII. Cultural Situations:	1	2	3
a) Representative	Y	Y	N
b) Sufficient	--	--	--
IX. Chapter design:	1	2	3
a) Dialogs	0	1	10
b) Notes on Dialogs	0	7	0
c) Readings	25	20	40
d) Grammar Drills	0	10	0
e) Grammar Notes	25	20	0
f) Vocabulary	0	2	50
g) Tests	25	0	0
h) Illustrations	1	5	0
i) Communication Act.	24	10	0
j) Learning suggestions	0	0	0
k) Review	0	0	0

X. Notes and Comments:

2. Meant for primary school MT speakers. Comprimise with traditional views.
3. Provides standard phrases and example sentences.

XI. Overall Evaluation:

A: The existing material has to be devided into four sets, according to the base language.

NAMA (continued)

Nama: A native Damara/Nama-speaking pupil has at his/her disposal complete courses (Sub-A - Std 5), comprising learning material, textbooks, readers and novels. Shortcommings: the language and grammar is kept on the Sub-A - Std 5 level. There are neither diadactic manuals for teachers nor (monolingual) dictionaries. Df. also the lack of descriptions written in Nama. There is only an English - Afrikaans - Nama orthography used by teachers.

German: A German-speaking student has at his/her disposal a full set of learning materials, dictionaries and descriptions. It is therefore easy to organize complete courses on all levels. Additionally Nama school materials can be used.

English: It is difficult to organize Nama courses for English-speaking students, cf. no learning courses, dictionaries, few descriptions (only on intermediate and advanced level).

Afrikaans: The available materials are on a low level. Nevertheless, the Department of African Languages (Academy, Windhoek) offers Nama I for mother atongue speakers who have at their disposal a Guide (Phonetics, Morphology, Syntax, Literature) in Afrikaans. Unfortunately, this guide cannot be used outside the Academy.

Conclusion: A lecturer of Nama through English has the possibility to compile a complete course under the condition that he/she has a good knowledge of German. The dictionary problem will be solved soon, with a Nama-English-Nama (small) dictionary at the printing stage with Gamsberg, Windhoek and the Nama Dictionary Project (Haacke/Eiseb) progressing.

B: No comments other than ranking.

B. Descriptive Materials:

I. Identification of materials:

1. A: *Lehrbuch der Nama sprache*, Meinhof.
2. A: *Praktische Namagrammatic*, Rust.
3. A: *Nama Hottentot Grammar*, Hagman.
4. A: *Nama grammatik*, Olpp.
5. A: *The phonetics of the Hottentot language*, Beach.
6. A&B: *Einfuhrung in die Sprache der Nama-Hottentotten*, Dempwolff.
7. A: *Subject Deposition in Nama*, Haacke.
8. B: *Nama Hottentot Grammar*, Hagman.
9. B: *Nama grammatik*, Olpp.
10. B: *Nama/Damara Orthography No. 2*.

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	Gd	Gd	Gd	Fa	Gd	Gd	Gd	Ex	Gd	Ex
b) Number of Pages	177	130	167	155	329	229	87	167	155	127
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--

NAMA (continued)

IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	--	--	--	--	--	--	--	N	--	--
b) Tone Marked	N	N	N	N	Y	N	Y	N	N	N

V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	B/I	B/I	I/A	Beg	Adv	I/A	Adv	Adv	B/I	All
b) Reference or Tech.	R&T	R&T	T	R	N	R&T	T	R&T	R	R&T
c) Overall ranking	Fr	Fr	Gd	Fa	Fa	Gd	--	Gd	Gd	Gd

VII. Presentation:	1	2	3	4	5	6	7	8	9	10
a) Thoroughness	--	--	--	--	--	--	--	--	--	--
b) Adequate for Ref.	Fa	Fa	Gd	Fa	Fa	Fa	Gd	Gd	Gd	Gd
c) Adequate as Tech.	Gd	Gd	Ex	Pr	Gd	Gd	Gd	Fa	Gd	Gd
d) Examples Given	Y	Y	Y	Y	Oc	Y	Y	Us	Y	Y
e) And Translated	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
f) Explanations Clear	Y	Y	Us	Us	Y	Y	Y	Y	Us	Y

VIII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Phonology	Y	N	N	N	Y	N	Y	N	Y	Y
b) Tone	N	N	N	N	Y	N	Y	N	N	N
c) Morphology	Y	Y	Y	Y	NA	N/Y	Y	Y	Y	NA
d) Syntax	Y	Y	Y	N	NA	Y	Y	Y	N	NA

IX. Notes and Comments:

6. B: Although dated, I hold this work in higher esteem than any other printed grammar of Nama. His approach to the syntax of Nama was on the right track, although he did not take it to its logical conclusion.
8. Approach to tone is theoretical rather than practical. The orthography employed is idiosyncratic.
9. The unpublished English translation may be available from Ben Fuller c/o African Studies Center, Boston University.
10. This defines the official orthography.

XI. Overall Evaluation:

No comments beyond rankings.

C. Dictionaries

I. Identification of dictionaries:

1. A: Nama Woerterbuch, Rust
2. B: Nama Woerterbuch, Rust
3. A: Deutsch-Nama Woerterbuch, Rust.
4. B: Deutsch-Nama Woerterbuch, Rust.
5. B: Nama dictionary, Haacke. (to appear)

II. Printing:	1	2	3	4	5
a) Quality	Gd	Gd	Gd	--	--
b) Number of Pages	390	390	97	97	--

III. Dialect:	1	2	3	4	5
a) Indicated	--	--	--	--	--
b) Justified	--	--	--	--	--
c) Acceptable	--	--	--	--	--

IV. Orthography:	1	2	3	4	5
a) Uses standard	--	--	--	--	--
b) Tone Marked	NA	N	NA	--	Y
c) Pronuncations Given	Us	Oc	Y	--	Y
d) Pron. Accurate	Us	Oc	Y	--	Y

NAMA (continued)

V. General Description:	1	2	3	4	5
a) Level	All	All	All	--	All
b) Intended Use	All	All	All	--	All
c) Use as student dict.	Gd	Fa	Gd	Fa	--
d) Overall ranking	Gd	Fa	Gd	Fa	--

VI. Entries:	1	2	3	4	5
a) Number of entries	35C	--	3K	--	20K
b) Parts of speech	Y	Y	N	--	Y
c) Examples Given	Y	Y	Oc	--	Oc
d) And Translated	Y	Y	Oc	--	Y
e) Explanations Clear	Y	Y	Us	--	Us

VII. Notes and Comments:

1. The only German-Nama dictionary at hand. Basic vocabulary well presented. Extended entries with useful lexocographic comments.
2. The only dictionary available; semantically good, but phonetically unreliable because of antiquated and inconsistent orthography and lack of tonal differentiation. The number of entries is fairly limited. Based on Kroenlein's dictionary of 1889.
3. The only Nama-German dictionary at hand. Typical small (pocket) dictionary with all its values for quick reference. Contains a balanced basic vocabulary with extended entries.
5. Forthcoming. Done with a research staff. Uses an up-to-date orthography and tonal analysis. Very comprehensive.

VIII. Overall Evaluation:

No additional comments.

D. Reading Materials:

I. Identification of materials:

1. A: Khomai da ra, Haacke and Boois.
2. B: Khomai da ra, Haacke and Boois.

II. Printing:	1	2
a) Quality	Ex	Ex
b) Number of Pages	--	246

III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--

IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	N	N

V. General Description:	1	2
a) Level	I/A	I/A
b) Intended as reader	--	--
c) Use as reader	Gd	Gd
d) Overall ranking	Gd	Gd

VI. Organization:	1	2
a) Basis	*	V
b) Quality	--	--

NAMA (continued)

VII. Annotations:	1	2
a) Given	N	N
b) Helpful	--	--
c) Readings translated	N	N

VIII. Briefly describe the subject matter:

IX. Notes and Comments:

1. A: This is a reader for standard 3, 4 and 5 Nama-speaking school students. It can, however, be used for university purposes. Organized by increasing vocabulary and grammar difficulty as well as subject matter.
   B: Used as standard readers in Nama/Damara schools. The orthography is up to date.

X. Overall Evaluation:
No further comments.

9. BIBLIOGRAPHY

A. Learning Materials

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1984 Kha-khasen da ge ra Namagowaba, Standard 2 (grammar), 3, 4 and 5.
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Meinhof, Carl.
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1969 Deutsch-Nama Worterbuch. Pietermaritzburg: University of Natal Press. Antiquated spelling, target lang.: German.C. Descriptions

NAMA (continued)

The following books are available from Gamsberg Publishers, P/B 22830, 900 Windhoek, SWA/Namibia.

Nama/Damara Orthography No. 2 (in English and Afrikaans -- the authorized spelling version).
Nama/Damara Taalkundige Terminologielys
!Khana ha abaros xa (novel), J. Strydom (transl. Harobeb)
!Nais kha Naib !oa (novel), F. Linde (transl. Haarobeb)
!Kho uisa !arodi Elob Misa xu (extracts from Bible)
Ais khab !oa, A and B, A. Skrywer, W. Zimmermann (primer)

Beach, Douglas M.
1938 The Phonetics of the Hottentot Language. Cambridge: W. Heffer & Sons. Pp. 329.

Demwolff, O.
1934 "Einfuhrung in die Sprache der Nama-Hottentotten." Zeitschrift fur Eingeborenen-Sprache (now Africa und Uberzee).

Hagman, Roy.
1973 "A Grammar of Nama." Ph.D. diss., Columbia University.

Olpp, J.
Nama-Grammatika.

Snyman, J.W., ed.
1975 Zu/'hoasi i Fonologie en Woordeboek. School of African Studies, University of Cape Town, Cape Town and Rotterdam: Balkema. Pp. 166.

Traill, A.
1974 The Compleat Guide to the Koon. African Studies Institute Communication No. 2. Johannesburg: University of the Witwatersrand. Pp. 50.

-----, ed.
1975 Bushman and Hottentot linguistic studies. African Studies Institute Communication No. 2. Johannesburg: University of the Witwatersrand. Pp. 102.

Vedder, H.
1909 Versuch einer Grammatik der Nama-Sprache. Swakopmund, Namibia.

NUBIAN B-23

1 CLASSIFICATION AND WHERE SPOKEN

The Nubian languages are spoken in southern Egypt and in the Sudan. They belong to the Nubian group of Eastern Sudanic branch of Chari-Nile.

2 NUMBER OF SPEAKERS

While Voegelin and Voegelin (1970), citing Welmers, report that the five "languages" of the Nubian branch have around one million speakers, they do not suggest a specific figure for Nubian itself. Shinnie (personal communication, 1985) states that "the latest information given suggests that for River Nubian in the Sudan, there were about 250,000 speakers. The number in Egypt (though not known) is perhaps the same."

3 USAGE

Nubian is a regional language.

4 DIALECT SURVEY

Although no dialect survey has come to our attention, Nubian is generally considered to be divided into Hill or Kordofan, Meidob, Kenuz, Mahas or Nobiin, and Dongolawi. The latter three, spoken along the Nile, are most likely candidates for language materials, according to Thelwall (personal communication, 1983). Although geographically separated by Mahas, Kenuz and Dongolawi are highly mutually intelligible.

5 ORTHOGRAPHY STATUS

There is no standardized orthography for Nubian. It has been written in both Latinized and Arabic scripts.

6 SETS OF LEARNING MATERIALS RECOMMENDED

At the very least, two sets of materials will be required for Nubian, one for Kenuz/Dongolawi and one for Mahas.

7 RESOURCES

A. Institutional Resources
    *University of Wien, Institut fur Afrikanistik
    *University of Cologne (Institut fur Afrikanistik)

NUBIAN (continued)

B. Individual Resources

C.H. Armbruster
Ayyub, Abd Al-Rahman
M. Mitwalli Badr
Herman Bell
G.M. Browne
Armgard Grauer
Fritz Hintze
Inge Hofmann
Andreas Kronenberg
Jean Leclant
Johannes Lukas
Ali Osman
P.L. Shinnie
Jay L. Spaulding
Roland Stevenson
Robin Thelwall
Gertrud Von Massenbach
Yuri Zawadowski

8. EVALUATIONS

Reviewer: A: P.L. Shinnie
B: Robin Thelwall

A. Learning Materials:

I. Identificion of Materials:

1. A: Study in Nubian Language, Badr.
2. A: Nobin Nog Gery, Badr.
3. B: Einfuehrung in den nubischen Kenzi Dialekt, Hoffman.

Reviewer B chose to adopt a descriptive format rather than complete the questionnaire which was felt to be inappropriate.

II. Printing:	1	2	3
a) Quality	Gd	--	--
b) Number of Pages	--	--	199
III. Dialect:	1	2	3
a) Indicated	Y	--	Y
b) Justified	--	--	NS
c) Acceptable	Y	--	Y
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	N	--	--
V. General Description:	1	2	3
a) Level	Beg	Beg	Beg
b) Dependency	Dep	Ind	--
c) Methodology	*	--	GT
d) Adaptability	N	--	--
e) Overall ranking	Gd	Gd	--
VI. Organization:	1	2	3
a) Basis	--	--	--
b) Quality	--	--	--
VII. Grammar Analysis:	1	2	3
a) Adequacy	N	--	Y
b) Thoroughness	--	--	--
VIII. Cultural Situations:	1	2	3
a) Representative	N	--	--
b) Sufficient	--	--	--

NUBIAN (continued)

IX. Chapter design:

	1	2	3
a) Dialogs	--	--	--
b) Notes on Dialogs	--	--	--
c) Readings	--	--	--
d) Grammar Drills	--	--	--
e) Grammar Notes	--	--	--
f) Vocabulary	--	--	--
g) Tests	--	--	--
h) Illustrations	--	--	--
i) Communication Act.	--	--	--
j) Learning suggestions	--	--	--
k) Other	--	--	--

X. Notes and Comments:

1. A: Contains word list and short formal grammar actually more of a descriptive work than a basic text.
3. B: This is a specialist course for study of Kenzi dialect texts (Massenbach 1962; Schaefer 1917, 1935; Junker and Schaefer 1921) textual materials which are primarily religious (Christian). This is more or less suitable for its intended purpose. It is analytical, having no synthesis exercises and no vocabulary section.

XI. Overall Evaluation:

No comment.

B. Descriptive Materials:

I. Identification of Materials:

1. B: Nubische Grammatik, Lepsius.
2. B: Dongolese Nubian: A grammar, Armbruster.
3. B: The Verbal System in a Dialect of Nubian, Ayyub.
4. B: Die Nuba-Sprache, Sandig.

II. Notes and Comments:

1. Contains a grammatical sketch (pp 1-197), a Nubian-German vocabulary (pp. 263 - 414) and a German - Nubian vocabulary (pp. 415-442). It is a technical grammar and a superb piece of descriptive linguistics though it requires a knowledge of German and a familiarity with 19th century linguistic terminology. Of real value.
2. Pitch is marked, and everything you ever wanted to know about Dongolese Nubian is probably here if you could ever find it.
3. This is a doctoral thesis for the School of African and Asian Studies, University of London, supervised by Professor J.R. Firth. The analysis is of a Mahas dialect of Nubian, though there is no discission of Nile Nubian dialects, the informants being merely named as coming from Halfa and Sarra. The orthographic system is idiosyncratic. The grammatical categories proposed and discussed also use non-standard terminology. It is intended for academic researchers, particularily with a familiarity with 'Firthian' linguistics. Unsuitable for language learners.

4. Another superb bit of solit 19th century descriptivism (as Lepsius). Possible to use this as the basis of self instruction assuming knowledge of German and 19th century linguistic terminology.

C. Dictionaries

I. Identification of Dictionaries:

1. A&B: Dongolese Nubian: A lexicon, Armbruster.
2. B: Das nubische Woerterverzeichnis des Arcangelo Carradori, Hoffman.
3. B: Hikma wa amthal el nuba, Badr.

II. Notes and Comments:

1. A: Ranked as "good." Somewhat idiosyncratic, but has advantage of containing both a Nubian-English and an English - Nubian component. With approximately 16,000 entries, lists parts of speech, and usually gives clear examples with translations.
   B: Contains approximately 8,000 Nubian entries (pp. 1-220) and 2,500 English entries (pp. 221-268). This book is obsessively phonetic, and the author has no concept of phonemics, or basic pedagogical techniques. It is of use only to determined researchers.

2. B: This dictionary begins with a 46 page background containing a historical background, grammatical notes, cultural history and references. It is intended for academic research specialists. The order is Nubian/German/Italian (the translation language of the original compiler). There is no reverse dictionary. The work is unsuitable for the general reader or would-be learner. It is not linked with any other available course materials.
3. This work is an unadorned collection of Nubian proberbs with Arabic translations.

D. Readers.

I. Identification of Materials:

No readers were available for evaluation.

9. BIBLIOGRAPHY

B. Dictionaries

Arbruster, Carl H.
1965 Dongolese Nubian: A Lexicon: Nubian-English, English-Nubian. Cambridge: the University Press. Pp. 269.

von Massenbach, G.
1933 "Worterbuch des nubischen Kunuzi Dialektes mit einer grammatischen Einleitung." Mitteilungen des Seminars fur Orientalische Sprachen zu Berlin 36, no. 3.

Hoffman, Inge.
n.d. *Ein italienisch nubisches Worterbuch aus dem fruhen 17. Jahrhundert*. Nubisch deutsches und deutsch nubisches Worterverzeichnis nach dem Kenzi Material des Samuel Ali Hisen (1863-1927). Einfuhrung in die Grammatik des Kenzi Dialektes. (c/o Institut fur Afrikanistik, A 1010 Wien, Doblhoffg. 5/9.)

C. Descriptions

Armbruster, Carl H.
1960 *Dongolese Nubian: A Grammar*. (Also (*A Lexicon, 1965.*) Cambridge: the University Press. Pp. 268.

Ayyub, ,Abd al-Rahman.
1968 *The Verbal System in a Dialect of Nubian*. Khartoum: Sudan Research Unit, University of Khartoum.

Badr, Mohammed Mitwalli.
1955 *Study in Nubian Language*. Cairo.

Badr, Mohammed Mitwalli.
n.d. *Nobin nog gery*. Khartoum.

1978 *Hikma wa amthal el-nuba*. Khartoum. These two books are intended for non-Nubian speaking or reading northern Sudanese, perhaps for those of Nubian ancestry who have been brought up away from the homeland; they are only usable by those who can read Arabic (P.L. Shinnie, p.c. 1985).

Hoffman, Inge.
1981 *Material fur eine meroitische Grammatik*. Veroffentlichungen der Institute fur Afrikanistik und Agyptologie der Universitat Wien 16, Beitrage zur Afrikanistik Bd. 13.

Hohenwart-Gerlachstein, A.
1979 "Nubienforschungen." *Acta Ethnologica et Linguistica* 45.

Reinische, Leo.
1972 *Die Nuba-Sprache*. Wiesbaden: Dr. Martin Sandig OHG.

von Massenbach, G.
1962 "Nuibische Texte im Dialext der Kunuzi und der Dongolawi, Mit Glossar." *Abhandlungen fur die Kunde des Morgenlandes* 34, 4. Berlin.

E. Other

Bell, Herman.
1970 *Place Names in the Belly of Stones*. Khartoum: Sudan Research Unit, Faculty of Arts, University of Khartoum.

NUER C-16

1 CLASSIFICATION AND WHERE SPOKEN

Nuer belongs to the Nuer Group, East Sudanic branch of Chari Nile, and is spoken in Upper Nile Province, the Sudan, and western Ilubabor Province, Ethiopia.

2 NUMBER OF SPEAKERS

500,000 speakers in the Sudan and 40,000 speakers elsewhere are noted in WTPR (1982) and in Bender (1976).

3 USAGE

Nuer is presumed to be a local first language.

4 DIALECT SURVEY

Many dialects of Nuer are noted, but the two main onew are western Nuer (Jikany) and Eastern Nuer.

5 ORTHOGRAPHY STATUS

Nuer has a rather standardized orthography, adopted at the Rejaf Language Conference in 1928 and since modified somewhat by missionaries.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Two sets of language materials appear to be needed. Most materials are presently in the Eastern dialect. IRL plans to test materials in the future to determine how many sets would be necessary. UBS and SIL are presently sponsoring a religious materials project in "Union Nuer."

7 RESOURCES

A. Institutional Resources

- *IAL
- *Summer Institute of Linguistics
- *United Bible Society

B. Individual Resources

Marian Farquhar	Charles E. Jordan
Robert Mc Glaughlin	Eleanor Vandervort

8. EVALUATIONS

Reviewer: Eleanor Vandevort

A. Learning Materials:
I. Identificion of Materials:
   1. Pedagogical Grammar, Vandevort.

II. Printing:	1
a) Quality	Gd
b) Number of Pages	--
III. Dialect:	1
a) Indicated	Y
b) Justified	--
c) Acceptable	Y
IV. Orthography:	1
a) Uses standard	--
b) Tone Marked	incomplete
V. General Description:	1
a) Level	Beg
b) Dependency	Ind
c) Methodology	*SI
d) Adaptability	--
e) Overall ranking	Gd
VI. Organization:	1
a) Basis	Gr
b) Quality	--
VII. Grammar Analysis:	1
a) Adequacy	Y
b) Thoroughness	--
VIII. Cultural Situations:	1
a) Representative	Y
b) Sufficient	Y
IX. Chapter design:	1
a) Dialogs	50
b) Notes on Dialogs	0
c) Readings	0
d) Notes on Readings	0
e) Grammar Drills	25
f) Grammar Notes	25
g) Vocabulary	0
h) Tests	0
i) Illustrations	0
j) Communication Act.	0
k) Learning suggestions	0
l) Other	0

X. Notes and Comments:
   1. Designed to be used in the field with a native speaker.
XI. Overall Evaluation:
   This in the only item available.

NUER (continued).

B. Descriptive Materials:
I. Identification of Materials:
1. Outlines of a Nuer Grammar, Crazzolara.

II. Printing:	1
a) Quality	Ex
b) Number of Pages	80?
III. Dialect:	1
a) Indicated	--
b) Justified	--
c) Acceptable	--
IV. Orthography:	1
a) Uses standard	--
b) Tone Marked	N
V. General Description:	1
a) Level	Field use
b) Reference or Tech.	Y
c) Overall ranking	1
VI. Organization:	1
a) Quality	--
VII. Presentation:	1
a) Thoroughness	--
b) Adequate for Ref.	Y
c) Adequate as Tech.	N
d) Examples Given	Y
e) And Translated	Y
f) Explanations Clear	N
VIII. Grammar Analysis:	1
a) Phonology	N
b) Tone	N
c) Morphology	N
d) Syntax	N

IX. Notes and Comments:
1. This descriptive grammar represents a good start on describing some of the language, although it isn't useful to non-linguists. The spelling is either inadequate or out of date. Furthermore, it is not appropriate for Eastern Nuer.

C. Dictionaries
I. Identification of Dictionaries:
1. English-Nuer Dictionary, Huffman.

II. Printing:	1
a) Quality	--
b) Number of Pages	--
III. Dialect:	1
a) Indicated	--
b) Justified	--
c) Acceptable	--

NUER (continued).

IV. Orthography:	1
a) Uses standard	--
b) Tone Marked	N
c) Pronuncations Given	--
d) Pron. Accurate	N
V. General Description:	1
a) Level	Field
b) Intended for learn.?	--
c) Use as student dict.	N
d) Overall ranking	Pr
VI. Entries:	1
a) Number of entries	--
b) Parts of speech	Y
c) Examples Given	N
d) And Translated	--
e) Explanations Clear	--

VII. Notes and Comments:

1. The spelling is unpredictable and questionable.

VIII. Overall Evaluation:

Not recommended for student use.

D. Reading Materials:

I. Identification of materials:

No reading materials were available for review.

9. BIBLIOGRAPHY

A. Learning Materials

Vandevort, E.
n.d. Pedagogical Grammar of Nuer. Sudan: Spearhead Press, out of print.

B. Descriptions

Crazzolara, J.P.
1933 Outlines of a Nuer Grammar. Vienna: Verlag der Internationalen Zeitschrift. Pp. 218.

Westermann, D.
1912 "The Nuer Language." Sonderadbruck des den Mitteilungen des Seminars fur Orientalische Sprachen.

C. Dictionaries

No Author.
1929 Nuer-English Dictionary. Berlin: Reimer. Pp. 63.

Huffman, Ray.
1931 English-Nuer Dictionary. London: Oxford University Press. Pp. 80.

Kiggen, J.
1948 Nuer-English Dictionary. Netherlands: Tegelen, Miniehaus.

NUER (continued)

Stigand, Chauncy Hugh.
1923 *A Nuer-English Vocabulary*. Cambridge: the University Press.

NUPE C-17

1 CLASSIFICATION AND WHERE SPOKEN

Nupe belongs to the Nupe-Gware subbranch of Kwa and is presently spoken in the states of Kwara, Niger, Benue, part of the Plateau States, and the Federal Capital Territory of Nigeria.

2 NUMBER OF SPEAKERS

WTPR notes one million speakers (1982); Herault (1981) states there are approximately 600,000. Bokani (personal communication, 1985) reports that the 1963 census shows 326,017 speakers and that "this figure must have trippled since then."

3 USAGE

Nupe is a local language. Bokani reports "it is officially used in broadcasting news over radio and television in Niger and Kwara States."

4 DIALECT SURVEY

Smith (1969) and Voegelin and Voegelin (1977) cite five dialect sets in Nupe: Nupe Proper, Ebe, Dibo (Zitako), Kupa, and Bassa-nge or Basa-nge. Bokani reports that the dialect situation is more complicated as a result of the rise and fall of the Nupe kingdom. No information is available as to their degree of mutual intelligibility, however.

5 ORTHOGRAPHY STATUS

There is an approved orthography put out by the Ministry of Education in Minna following the efforts of the 1953 UNESCO conference in Zaria and the Nigerian 1977 new National Policy on Education.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Given the existence of a standardized orthography, only one set of learning materials will be required for teaching Nupe.

7 RESOURCES

A. Institutional Resources
    Federal University of Technology, Mina, Nigeria
    University of Ibadan

B. Individual Resources

I.S.G. Madugu	Usman A. Bokani
Neil V. Smith	Samuel Tswanya

NUPE (continued)

8. EVALUATIONS

Reviewer: A: I.S.G. Madugu
B: N.V. Smith

A. Learning Materials:
I. Identificicion of Materials:
No Nupe learning materials were available for review.

B. Descriptive Materials:

I. Identification of materials:

1. A&B: A grammar of the Nupe Language, Banfield and MacIntyre.
2. A&B: The phonology of Nupe, Smith.
3. A: The repetition of the verb in Nupe, Smith.
4. A: How concrete is phonology, Hyman.
5. A: The Nupe verb and diachrony, Madugu.
6. B: Grammar and vocabulary of the Nupe Language, Crowther.
7. B: The Nupe verb, Smith.
8. A: Nupe (in Twelve Nigerian Languagaes (ed, Dunstan) Smith.

II. Printing:	1	2	3	4	5	6	7	8
a) Quality	Ex	Ex	Ex	Ex	Ex	--	--	Ex
b) Number of Pages	186	16	20	18	23	--	--	--
III. Dialect:	1	2	3	4	5	6	7	8
a) Indicated	Y	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--
c) Acceptable	Y	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7	8
a) Uses standard	--	--	--	--	--	--	--	--
b) Tone Marked	Y	--	--	--	--	--	--	Y
V. General Description:	1	2	3	4	5	6	7	8
a) Level	B	T	T	T	T	B	T	--
b) Reference or Tech.	R	T	T	T	T	R	T	Ref
c) Overall ranking	G	F	F	--	--	P	G	Gd
VI. Organization:	1	2	3	4	5	6	7	8
a) Basis	NA	NA	NA	NA	NA	--	--	--
b) Quality	NA	NA	NA	NA	NA	--	--	--
VII. Presentation:	1	2	3	4	5	6	7	8
a) Thoroughness	*	NA	NA	NA	NA	--	--	--
b) Adequate for Ref.	Y	N	N	N	N	--	--	--
c) Adequate as Tech.	N	Y	Y	Y	Y	--	--	--
d) Examples given	Y	Y	Y	Y	Y	--	--	Y
e) And translated	Y	Y	Y	Y	Y	--	--	Y
f) Explanations clear	Y	Y	Y	Y	Y	--	--	Y
VIII. Grammar Analysis:	1	2	3	4	5	6	7	8
a) Phonology	Y	Y	NA	Y	NA	NA	--	--
b) Tone	Y	N	NA	NA	NA	NA	--	--
c) Morphology	N	N	NA	N	Y	NA	--	--
d) Syntax	N	NA	NA	NA	NA	NA	--	--

NUPE (continued)

IX. Notes and Comments:

1. A: Areas covered are very good, but highly restricted.
2. A: This is a technical grammar.
3. A: This is a technical grammar.
4. A: This is a technical grammar.
5. A: This is a technical grammar.
8. A: A contrastive analysis at the phonological level.

XI. Overall Evaluation:

A: Only #1 and #8 are intended as reference grammars.
B: While #1 and #6 are reference grammars, only #1 receives a rating of good.

C. Dictionaries

I. Identification of dictionaries:

1. A: Dictionary of the Nupe Language, Banfield.
2. B: Dictionary of the Nupe Language, Banfield.

II. Printing:	1	2
a) Quality	Ex	Gd
b) Number of Pages	514	c. 400

III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--

IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	Y	Y
c) Pronuncations Given	Y	Y
d) Pron. Accurate	Y	Y

V. General Description:	1	2
a) Level	--	All
b) Intended Use	--	Ref
c) Use as student dict.	--	Y
d) Overall ranking	Gd	Ex

VI. Entries:	1	2
a) Number of entries	9K	5K
b) Parts of speech	Y	Y
c) Examples Given	Y	Us
d) And Translated	Y	Y
e) Explanations Clear	Y	Y

VII. Notes and Comments:

1. A: Though very good, some entries are no longer current.
2. B: Outstanding compilation, fully tone marked, citations plentiful. The Nupe-English volume is better than the English-Nupe volume.

D. Reading Materials:

I. Identification of materials:

No reading materials were available for review.

9. BIBLIOGRAPHY

B. Dictionaries

Banfield, A.W.
1969 *Dictionary of the Nupe Language*. 2 vols. Westmead, Farnborough, Eng.: Gregg International Publishers.

C. Descriptions

Banfield, A.W., and J.L. MacIntyre.
1915 *A Grammar of the Nupe Language, Together with a Vocabulary*. London: Society for the Propagating of Christian Knowledge. Pp. 186.
Crowther, S.
1864 *Grammar and Vocabulary of the Nupe Language*. London.
Madugu, Isaac George (or George, Isaac).
1970 "Nupe tonology." *Studies in African Linguistics* 1.
1979 "Auxiliary verbs in Nupe and diachrony." *Kiabara, Journal of the humanities* (University of Port Harcourt).
1983 "The *na* ... *na* construction in Nupe." *JOLAN* 1.
1985 "Quantifiers in Nupe." *JOLAN* 2.
Smith, N.V.
1967 *An Outline Grammar of Nupe*. London: SOAS. Pp. 56.
1967 "The phonology of Nupe." *Journal of African Languages* 6: 153-69.
1969 "The Nupe verb." *African Language Studies* 10: 90-160.
1970 "Repetition of the verb in Nupe." *African Language Studies* 11: 319-39.
1971 "Rule ordering in Nupe." *Proceedings of the 8th West African Linguistic Society Conference (1969), Abidjan*. Pp. 131-40.
1980 "Nupe." In M.E. Kropp-Dakubu, ed., *West African language data sheets*, vol. 2, pp. Nup 1-6. Leiden: West African Linguistic Society in cooperation with African Studies Centre.
Westermann, D.
1927 "Das Nupe in Nigerien, Westsudanische Studien IV." *Mitteilungen des Seminars fur Orientalische Sprachen* 30.

D. Readers

Mason, M.
1970 "The Nupe Kingdom in the Nineteenth Century: A Political History." Ph. D. diss., Birmingham University.
Meek, C.K.
1971 *The Northern Tribes of Nigeria*, Vols. 1 and 2 new impression. London: Frank Cass.

E. Others

Ahmed, A.R.
1984 "A Historical Justication of Abstractness in Nupe Phonology." B.A. thesis, Bayero University, Kano.

Ahmed, U.B.
1978 "The Impact of Universal primary Education on Traditional Values and Beliefs in Nupeland." M.Ed. thesis, Cardiff University College.

Educational Resource Centre.
1980 "Progress Report on Nupe Language Projects." In *The Nigerian Language Teacher*, 3, No. 1. Lagos: Federal Ministry of Education. Pp. 42-45.

Forde, D.
1955 *Ethnographic Survey of Africa*. Western Africa International African Institute.
1970 "The Nupe." In *Peoples of the Niger-Benue Confluence*. London: International African Institute.

Nadel, S.
1942 *A Black Byzantium*. London: Oxford University Press.
1954 *Nupe Religion*. London: Routledge and Kegan Paul.

NYAKUSA C-18

1 CLASSIFICATION AND WHERE SPOKEN

Nyakusa, which belongs to the Konde Group of Bantu (Guthrie M31), is spoken in southwest Tanzania between Mbeya and Lake Nyasa as well as in the northern tip of Malawi and neighboring eastern Zambia.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 400,000 speakers, Voegelin and Voegelin (1977) 254,000, and Alexandre (1981) at least 250,000.

3 USAGE

Nyakusa is a local language.

4 DIALECT SURVEY

No dialect survey has come to our attention. Nurse (1979, p. 119) states "it is the impression of (first language speakers) that Nyakyusa has the following dialects : (1) Ngumba, also known as Kukwe, (2) Mwanba, also known as Sokelo, (3) Ngonde/Kaaselya. There was some disagreement among sources as to whether these are separate dialects or whether Ngonde included Kaaselya."

5 ORTHOGRAPHY STATUS

The orthographic status of Nyakusa is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Despite the lack of data, we presume that only one set of materials will be sufficient for Nyakusa.

7 RESOURCES

A. Institutional Resources
No institutions involved in the teaching or study of Nyakusa have come to our attention.

B. Individual Resources
Peter Akim

8. EVALUATIONS

The materials were judged insufficient for evaluation.

9. BIBLIOGRAPHY

No documents have been received pertaining to the study and learning of Nyakusa.

NYORO C-19

1 CLASSIFICATION AND WHERE SPOKEN

Nyoro belongs to the Nyoro-Ganda group of Bantu (Guthrie E11) and is spoken in Uganda, south and southeast of Lake Mobutu Sese Seko, as well as in the Haut-Zaire region of Zaire. Technically, the language name appears with a prefix as Runyoro or ruNyoro.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 400,000 speakers, Voegelin and Voegelin (1977) 180,000. Ladefoged, Glick, and Criper (1972), using 1959 census material state that Nyoro speakers represent 6.2 percent of Uganda's population, or about 590,000 people.

3 DIALECT SURVEY

No complete dialect survey has come to our attention. However , Ladefoged, Glick, and Criper (1972) provide a table of mutual intelligibility for 20 Ugandan Bantu languages showing Rutooro, Rutagwenda, and Runyankore ranging from 86 to 92 percent mutually intelligible with Runyoro; "Runyoro/Rutooro . . . is accepted by Banyoro and Batooro as one language for teaching purposes" (p.44)

4 USAGE

Nyoro is a local language. Ladefoged, Glick, and Criper (1972) report it is the official vernacular in several Ugandan school districts and agricultural information services and is broadcast 9 1/4 hours per week in Uganda.

5 ORTHOGRAPHY STATUS

A standardized orthography was established in 1947.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources

We have received no information concerning institutions involved in the teaching or study of this language.

B. Individual Resources

We have received no information concerning individuals involved in the teaching or study of this language.

8. EVALUATIONS

The materials available were judged to be insufficient for a meaningful evaluation.

9. BIBLIOGRAPHY

A. Learning Materials

Betbeder, P., and J. Jones.
1949 Handbook of the Haya Language. N.p.

B. Dictionaries

Taylor, C.
1959 A Simplified Runyankore-Rukiga-English and English-Runyankore-Rukiga Dictionary, in the 1955 revised orthography with tone-markings and full entry. Kampala: Eagle Press. Pp. 207.

Davis, Margaret B.
1952 A LuNyoro-LuNyankole-English, English- LuNyoro-LuNyankole Dictionary. London: Society for Promoting Christian Knowledge. Pp. 332.

C. Descriptions

Blok, H.P.
1951 "Iets over die zogenaamde ,geintensiveerde' fonemen in het, Ganda en Nyoro" Kongo-Overzee.

Byarushengo, Ernest R., and others, eds.
1977 Haya Grammatical Structure. Los Angeles: Department of Linguistics, University of Southern California. Pp. 213.

Kuijpers, E.M.
1922 Grammaire de la langue Haya. Boxtel: Holland.

Maddox, H.E.
1932 An Elementary LuNyoro Grammar and Vocabulary. London: Society for Promoting Christian Knowledge. Pp. 165.

Morris, H.F., and B.E.R. Kirwan.
1972 A Runyankore Grammar. Nairobi: East African Literature Bureau. Pp. 359.

OROMO A-12

1 CLASSIFICATION AND WHERE SPOKEN

Oromo belongs to the Lowland East Cushitic family (Oromo subgroup) and is spoken in the southern half of Ethiopia as well as mostly in Eastern Province, Kenya.

2 NUMBER OF SPEAKERS

Figures vary greatly:

Variety	Country	Speakers	Source
	Kenya	100-150,000	Heine & Molig
Oromo Borana	Ethiopia	512,000	UBS
Oromo Borana	Kenya	80,000	UBS
Oromo, western	Ethiopia	5.75 million	UBS
Oromo	overall	18 million	Gragg

3 USAGE

Oromo is a significant regional first language and is spoken by the largest ethnic group in Ethiopia. It is broadcast over the Voice of Revolutionary Ethopia, and there is a weekly newspaper, Berisa, in Oromo.

4 DIALECT SURVEY

Some dialect survey work is detailed in Gragg and also in Heine (1980). Gragg (personal communication, 1984) feels that all dialects are "largely mutually intelligible" and that "one Western-based standard, with many Eastern and Southern loan elements, will eventually emerge."

5 ORTHOGRAPHY STATUS

There is no standardized orthography; Oromo is written either with Amharic or Romanized script. Gragg (personal communication, 1984) states that "a written standard using the Ethiopia syllabary is gradually being evolved."

6 SETS OF LEARNING MATERIALS REQUIRED

One set of materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources

- *Indiana University
- *Michigan State University
- *Rijksuniversiteit te Leiden
- *Southern Illinois University
- *University of Chicago
- *University of London (SOAS)

B. Individual Resources

- B.W. Andrzejewski
- David Appleyard
- M. Lionel Bender
- E.J. Elliston
- Christopher Eheret
- Gene Gragg
- Bernd Heine
- Wilhelm Molig
- J. Owens
- Philip A.S. Sedlack
- H. J. Stroomen
- K.M. Yri
- Bernard Wilhelm

8. EVALUATIONS

Reviewer/s: Grover Hudson

A. Learning Materials

I. Identification of Materials:
II. Overall Evaluation:
Contains thirty pages of translation exercises.
B. Descriptive Materials:

I. Identification of materials:
Grammatica teorico-pratica della lingua Galla, con esercizi, Moreno

II. General Description:	1
a) Level	B/I
b) Adequacy as Descr.	Y
c) Suitability for Ref.	Y
d) Number of Pages	220
e) Printing Quality	E
III. Adequacy of:	1
a) Phonology Analysis	Y
b) Tone Analysis	NA
c) Morphology Analysis	Y
d) Syntax Analysis	N
e) Explanations Clear	Y
IV. Indication of:	1
a) Dialect Choice	Y
b) Author Background	N
c) Examples Given	Y
d) Examples Translated	Y

V. Overall Evaluation:
Best for this dialect.

OROMO (continued)

VI. Notes and Comments:
Contains a 30 page appendix of translation exercises.

C. Dictionaries

I. Identification of dictionaries:
Oromo Dictionary, Gragg, (Wellegga dialect)
Galla-English and English-Galla Dictionary, Foot (dialect unstated).

II. General Description:	1	2
a) Level	Int	Beg
b) Intended Use	Col	Field
c) Number of Entries	6K	3500
d) Parts of Speech	Y	Y
e) Printing Quality	E	E

III. Use of:	1	2
a) Examples	Y	N
b) Translations	Y	N

IV. Indication of:	1	2
a) Tone Marking	NA	NA
b) Dialect Choice	Y	N
c) Author Background	N	N

V. Overall Evaluation:
Gragg is the only real dictionary in print, generally good.
Foot contains the only English-Oromo glossary.

D. Reading Materials:

I. Identification of materials:
Folk Literature of the Galla of Southern Abyussinia, Cerulli.

II. General Description:	1
a) Level	I/A
b) Organization	Subj
c) Annotations (Y/N)	Y
d) Number of Pages	220
e) Printing Quality	E
f) Translations given	Y

III. Indication of:	1
a) Tone marking	NA
b) Dialect Choice	Y
c) Author background	Y

IV. Overall Evaluation:
Maybe the best available collection of texts; good translations into English.

V. Notes and Comments:
1. Contains mostly songs, a few stories and poems.

9. BIBLIOGRAPHY

A. Learning Materials

Moreno, M.
1964 Grammatica teorico-practica della lingua Galla, con esercizi. Ridgewood, N.J.: Gregg Press.

OROMO (continued)

C. Descriptions

Bender, Marvin Lionel, and Mulugeta Eteffa.
1975 "Galla." In *Languae in Ethiopia*, edited by Marvin Lionel Bender and others. London: Oxford University Press. Pp. 130-48.

Hodson, Arnold W., and Craven H. Walker.
1922 *An Elementary and Practical Grammar of the Galla or Oromo Language*. London: Society for Promoting Christian Knowledge. Pp. 272.

Lundhart, J.
1973 *Guide to Learning the Oromo Language*. Addis Ababa: The Author.

B. Dictionaries

Foot, Edwin C.
1968 *A Galla-English, English-Galla Dictionary*. Ridgewood, N.J.: Gregg Press.

Venturino, Bartolomeo.
1973 *Dizionario borano-italiano*. Bologna: Editrice Missionario Italiana. Pp. 151.
1976 *Dizionario Italiano-Borana*. Marsabit, Kenya: Catholic Mission. Pp. 164.

D. Readers

Author?
1935 *Favole e rime Galla: testi raccolti, editi, dradotti e annotat*. Rome: Tipografia del Senato.

RUANDA/RUNDI A-13

1 CLASSIFICATION AND WHERE SPOKEN

Ruanda and Rundi (properly, Kinyarwanda and Kirundi), of the Rwanda-Rundi Group of Bantu (Guthrie D60), are the mutually intelligible national languages of Rwanda and Burundi, respectively. Ruanda is also spoken in Tanzania, Uganda, and Zaire; Rundi is also spoken in Uganda.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 4.4 million Kinyarwanda speakers; Kimenyi (personal communication, 1983) notes 5 million first-language speakers of Kinyarwanda in Burundi and 5 million first-language speakers of Kirundi, with 18 million L1 and L2 speakers total for both.

3 DIALECT SURVEY

No specific dialect survey has come to our attention. Kimenyi (1983) states that the three major ethnic groups in both countries share the same language and culture.

5 ORTHOGRAPHY STATUS

A standardized orthography has existed since the 1940s, although, Goldsmith (personal communication, 1985) notes that the Roman Catholic and Protestant missions use "slightly different orthographic systems."

6 SETS OF LEARNING MATERIALS REQUIRED

One set of teaching materials would be sufficient.

7 RESOURCES

A. Institutional Resources
    *C.E.L.A. Kigali, Rwanda
    *Conservative Baptist Foreign Mission
    *Indiana University
    *Institut National de Recherche (RUANDA)
    *Missionaries of Africa
    *University of Burundi
    *University of Illinois at Urbana-Champaign
    *University of Transkei
    L' Association des Eglises Baptistes
    California State University, Sacramento
    National University of Ruanda
    Bureau Pedogique pour l'Enseignement Secondaire (Rwanda)
    Institute for International Christian Communication
    Centre de Langue (Burundi)

B. Individual Resources

- Gerald Bates
- Paul Bertrand
- Elizabeth E. Cox
- Andre Coupez
- John Goldsmith
- Peter Guillebaud
- Rosemary Guillebaud
- J. Jeffry Hoover
- Irene Jacob
- Mukash-Kalel
- Glenn (Mr. & Mrs.) Kendall
- Alexandre Kimenyi
- Paul Ngarambe
- Pere Lambert
- J. Nash
- Pascal Ndayishinguje
- Lothaire Niyonkuru
- Phillippe Ntahombaye
- Jean-Baptist Nyahokaja
- David Odden
- C.M. Overdulve
- Pere Rodegem
- Cyprien Rugambra
- James Rumford
- Evelyn Rupert
- Firmard Sabimaua
- Innocent Samusoni
- Gary Scheer
- Donald K. Smith
- Jacques Vincke
- Marvin Wolford

8. EVALUATIONS
Reviewer: Alexandre Kimenyi

A. Learning Materials

I. Identification of Materials:
1. Overdulve, Apprendre la langue Rwanda, 1974
2. Coupez, Grammaire Ruanda Simplifiee, 1961
3. Coupez, Grammaire Rwanda, Tome 1 & 2, 1980
4. Meeussen, Essai de Grammaire Rundi, 1959

II. General Description:	1	2	3	4
a) Level	I,H	A	A	A
b) Dependency	--	--	--	--
c) Methodology	Dir	--	--	--
d) Number of Pages	--	114	559	--
e) Printing Quality	G	G	G	G
f) Linguistic Coverage	G	G	G	G
g) Ranking				
III. Indication of:	**1**	**2**	**3**	**4**
a) Tone Marking	Y	Y	Y	Y
b) Dialect Choice	Y	Y	Y	Y
c) Author Background	Pa	Pa	Y	Y
IV. Chapter Design:*	**1**	**2**	**3**	**4**
a) Dialogs				
b) Notes on Dialogs				
c) Readings				
d) Grammar Drills				
e) Grammar Notes				
f) Vocabulary				
g) Tests				
h) Illustrations				
i) Communication Act.				
j) Other				

RUANDA/RUNDI (continued)

V. Representativeness of	1	2	3	4
Cultural Situations	--	--	--	--

* Not given

B. Descriptive Materials:

I. Identification of Materials:
1. Cadiou, ed., Le Kinyarwanda, 1985
2. Coupez, Grammaire Rwanda Simplifiee, 1961
3. Coupez, Grammaire Rwanda, Tome 1 & 2, 1980
4. Rodegem, Precis de Grammaire Rundi, 1967
5. Jovannet, Le Kinyarwanda, 1983
6. Kimenyi, A Relational Grammar of Kinyarwanda, 1980
7. Kimenyi, Studies in Kinyarwanda and Bantu Phonology, 1979
8. Dubnova, The Rwanda Language, 1984
9. Sibomana, Deskriptive Tonologie das Kinyarwanda, 1974
10. Meeussen, Essai de Grammaire Rundi, 1959

II. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	A,C	A	A	I	A	A,C	A	A	A	A
b) Adequacy as Descr.	G	G	G	G	F	G	G	G	G	G
c) Suitability for Ref.	G	G	G	G	F	G	F	G	G	G
d) Number of Pages	165	114	559	200	241	248	128	108	--	--
e) Printing Quality	G	G	G	G	G	G	G	G	G	G
f) Ranking										

III. Adequacy of:	1	2	3	4	5	6	7	8	9	10
a) Phonology Analysis	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Tone Analysis	Y	Y	Y	Y	Y	NA	Y	N	Y	Y
c) Morphology Analysis	Y	Y	Y	Y	Y	Y	NA	Y	NA	Y
d) Syntax Analysis	Y	Y	Y	Y	Y	Y	NA	Y	NA	Y
e) Explanations Clear	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

IV. Indication of:	1	2	3	4	5	6	7	8	9	10
a) Dialect Choice	Y	Y	Y	--	Y	Y	Y	Y	--	Y
b) Author Background	Pa	Pa	Y	N	Pa	Y	Y	Pa	N	Y
c) Examples Given	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
d) Examples Translated	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

VI. Notes and Comments:

These books are technical, and can not be used in a beginner's course as learning materials.

C. Dictionaries

I. Identification of dictionaries:
1. Rodegem, Dictionnaire Rundi-Francais
2. Hurel, Dictionnaire Francais-Runyarwanda

RWANDA/RUNDI (continued)

II. General Description:	1
a) Level	I
b) Intended Use	Gen
c) Number of Entries	40K
d) Parts of Speech	Y
e) Printing Quality	G
f) Ranking	G
III. Use of:	1
a) Examples	N
b) Translations	NA
IV. Indication of:	1
a) Tone Marking	Y
b) Dialect Choice	N
c) Author Background	Y

D. Reading Materials:

I. Identification of Materials:

1. Coupez and Kamanzi, Litterature de cour au Rwanda, 1970
2. Rodegem, Sagesse Kirundi, 1961
3. Rodegem, Anthologie Rundi, 1973

II. General Description:	1	2	3
a) Level	A	I,A	A
b) Organization	SM	SM	SM
c) Annotations (Y/N)	Y	Pa	Y
d) Number of Pages	237	--	417
e) Printing Quality	G	G	G
f) Ranking			
III. Indication of:	1	2	3
a) Tone marking	Y	N	Y
b) Dialect Choice	--	--	--
c) Author Background	Pa	N	N

9. BIBLIOGRAPHY

A. Learning Materials

Cox, Elizabeth E.
1975 Kirundi: Book I. Lessons I to 125. Bujumbura: Mission Libre Methodiste. Beginning level.
1975 Kirundi Grammar. Book II. Bujumbura: Mission Libre Methodiste. Pp. 54.

Guillebaud, Rosemary.
1983 Hinge Twige Ikrundi, lessons for beginners. Bujumbura: Librarie Evangelique. With cassettes.

Hands, A.
1952 The Elements of Runyarwanda for English-Speaking Students. Gitwe, Rwanda. Pp. 338.

Menard, F.
1910 Guide de conversation Kirundi. Algiers: Impr. de Missionaires. Pp. 507.

Overdulve, C.
1974 *Apprendre la langue Rwanda*. The Hague: Mouton and Co. Pp. 382.

Rodegem, F.M.
1966 *Elements de conversation rundi*. Bujumbura.

Setukru, Raymond, and others.
1980 *Kirundi Basic Course*, edited by Earl W. Stevick. Washington, D.C.: Foreign Service Institute. Pp. 526, cassettes (19), tapes (35). Thirty lessons, including one review; grammar is explained in structural terms.

Van Hove, Gerard.
1968 *Cours de kirundi*. Bururi. Pp. 191.

C. Descriptions

1979 *Studies in Kinyarwanda and Bantu Phonology*. Edmonton, Alberta, Canada: Linguistic Research, Inc. Pp. 124.

Bagein, R.P.
1951 *Grammaire kirundi a l'usage des commercants*. Usumbura, Burundi: Press Lairgerie. Pp. 88.

Coupez, A.
1961 *Grammaire rwanda simplifiee*. Usumbura, Burundi: Editions du l'information. Pp. 114.
1985 *Le Kinyarwanda*. Universite Nationale du Rwanda. GERLA.

Cox, Elizabeth E.
n.d. *Kirundi Grammar, Book I* (mimeographed).
n.d. *Krundi Grammer, Book II* (mimeographed).

Jouannet.
1983 *Le Kinyarwanda, etudes linguistiques*. SELAF.

Kagama, A.
1960 *La langue du Rwanda et de Burundi*. Kabgayi, Rwanda.

Kimenyi, Alexandre.
1980 *A relational grammar of Kinyarwanda*. Los Angeles: University of California Press. Pp. 248.

Menard, F.
1934 *Grammaire kirundi*. Algers: Impr. de missionnaires. Pp. 515.

Meussen, A.E.
1959 *Essai de Grammaire Rundi*. Tervuren: Conservateur au Musee Royal du Congo Belge.

Rodegem, F.M.
1965 *Le rundi de base*. N.p.: White Fathers. Pp. 298.
1967 *Precis de grammaire rundi*. Brussels: E. Story-Scientia, Editions Scientifiques. Pp. 200.

B. Dictionaries

Bonneau, Henri.
1950 *Dictionnaire Francais-Kirundi, Kirundi-Francais*. Usumbura, Burundi: Presses Lairgerie. Pp. 315.

Cox, Elizabeth E.
1969 Dictionary: Kirundi-English, English-Kirundi. Winona Lake, Ind.: General Missionary Board of the Free Methodist Church.
Hurel, E.
1926 Dictionnaire francais-runyarwanda et runyarwanda-francais. Kagbayi, Rwanda: Vicariat Apostolique. Pp. 482.
Menard, F.
1909 Dictionnaire francais-kirundi, kirundi-francais. Roesselare, Belgium: Meester. Pp. 570.
Rodegem, F.M.
1970 Dictionnaire Rundi-Francais. Tervuren.
Faters, Maryknoll.
n.d. Kisukuma-English. Musoma, Tanzania: Maryknoll Language School. Pp. 185.

D. Readers

Coupez, A., and T. Kamanzi.
1970 Litterature de cour au Rwanda. Oxford: Clarendon Press. Pp. 237.
Rodegem, F.M., ed.
1973 Anthologie rundi. Paris: Armand Colin. Pp. 417.

E. Other

Kendall, Rev. Glenn R.
1983 Urwego Rushyr rwo Gusoma, a reading primer for Kinyarwanda. Kigali: L'Association des Eglises Baptistes du Rwanda.
Rodegem, F.M.
1961 Sagesse Kirundi: Proverbes, Dictons, Locutions au Burundi. Tervuren: Commission de Linguistique Africaine.

SANGO A-14

1 CLASSIFICATION

Sango, the lingua franca related to Ngbandi of Adamawa Eastern, is spoken primarily in the Central African Republic, where it is widespread. In addition, one finds some limited usage in border areas of neighboring countries, especially Chad.

2 NUMBER OF SPEAKERS

Figures range from one million (Voegelin and Voegelin, 1977) and 1.5 million (Thomas, 1981) to 1.8 million WTPR (1982), including first- and second-language speakers.

3 USAGE

Sango is a national language of the Central African Republic and has great importance as a commercial language on the Ubangi River throughout this area. Sango is frequently broadcast on radio and television by Radio-Television Centrafriciane.

4 DIALECT SURVEY

Samarin considers the relationship between Sango and Ngbandi to be analogous to that of African Pidgin English, while Thomas (1981) is content to say that Sango and Ngbandi are similar enough to be considered dialects.

5 ORTHOGRAPHY STATUS

Since January 28, 1984, the government of the Central African Republic has codified by law the official orthography of Sango based on research by l'Institute National d'Education de Formation and L'Institut de Linguistique Appliquee, University of Bangui, Ministry of Education and Educational Reform (Diki-Kidiri, personal communication, 1985). Current orthographic work by these institutions involves elaborating an orthographic dictionary and developing materials using the new official orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Because there are no divergent forms of the lingua franca, one set of learning materials would be sufficient.

SANGO (Continued)

7 RESOURCES

A. Institutional Resources

- *Baptist Mid Missions
- *Langues et civilisations a tradition oral (CNRS)
- Institut Pedagogique National, Cellule Sango (C.A.R.)
- Foreign Missionary Society of the Grace Brethren Church
- University of Bangui
- Institut National d'Education et de Formation (C.A.R.)
- Institut de Linguistique Appliquee (C.A.R.)
- Ministry of Education and Educational Reform (C.A.R.)

B. Individual Resources

- Georges Agba
- Clarissa Barton
- Paul Beals
- Jacob Bere
- Joseph-Theophile Bongo
- C. Raymond Buck
- Luc Bouquiaux
- Marcel Diki-Kidiri
- Miss Loie Knight
- Leon-Joseph Ndombet-Assamba
- Adolphe Pakoua
- Rev. Richard Paulson
- Eugene/Bruce Rosenau
- William Samarin
- Thomas Schaefer
- David Seymour
- Lila Sheely
- Charles R. Taber
- Faustin Teguedere
- Philip Noss

8. EVALUATIONS

Reviewer/s: A: William Samarin
B: Marcel Diki-Kidiri

A. Learning Materials

I. Identification of Materials:

1. A: Learning Sango, Samarin
2. B: Le sango s'ecrit aussi...., Diki-Kidiri.
3. B: Manda Sango / Cours de Sango, Diki-Kidiri
4. B: Basic Course in Sango, Samarin.
5. B: Le Sango, Langue national de l'empire centrafricain, Shaefer
6. B: Rudiments de sango, Mapella.
7. B: Sango, ***.
8. B: E manda ti DIKONGO-MBETI, IPN.
9. B: Lecture en Sango (Livre du maitre),

II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	Beg	Beg	Beg	Int	Int	Int	Int	Int	Int
b) Dependency	-	Ind	Ind	Dep	Ind	Ind	Ind	Sup	Sup
c) Methodology	Dir	-	-	-	-	-	-	-	-
d) Number of Pages	392	184	-	303	-	-	-	-	-
e) Printing Quality	Gd	-	-	-	-	-	-	-	-
f) Linguistic Coverage	Gd	-	-	-	-	-	-	-	-
g) Ranking	1	E	E	F	G	F	F	F	F

SANGO (continued)

III. Indication of:	1	2	3	4	5	6	7	8	9
a) Tone Marking	Y	-	-	-	-	-	-	-	-
b) Dialect Choice	Y	-	-	-	-	-	-	-	-
c) Author Background	Y	-	-	-	-	-	-	-	-

IV. Chapter design:	1	2	3	4	5	6	7	8	9
a) Dialogs	+	-	-	-	-	-	-	-	-
b) Notes on Dialogs	+	-	-	-	-	-	-	-	-
c) Readings	+	-	-	-	-	-	-	-	-
d) Grammar Drills	+	-	-	-	-	-	-	-	-
e) Grammar Notes	+	-	-	-	-	-	-	-	-
f) Vocabulary	+	-	-	-	-	-	-	-	-
g) Tests	0	-	-	-	-	-	-	-	-
h) Illustrations	0	-	-	-	-	-	-	-	-
i) Communication Act.	0	-	-	-	-	-	-	-	-

V. Representativeness of	1	2	3	4	5	6	7	8	9
Cultural Situations	Y	-	-	-	-	-	-	-	-

VI. Overall Evaluation:

Only text reviewed by A.

B. Descriptive Materials:

I. Identification of Materials:

1. A: A grammar of Sango, Samarin.
2. A: Sango, langue de l'Afrique centrale, Samarin.
3. A: Le sango s'ecrit aussi, Kiki-Kidiri.
4. A: The structure of Sango narrative, Taber.

II. General Description:	1	2	3	4
a) Level	All	All	All	-
b) Adequacy as Descr.	Y	Y	Y	Y
c) Suitability for Ref.	Y	Y	Y	Y
d) Number of Pages	284	181	146	2 Vol.
e) Printing Quality	E	E	E	-
f) Ranking	1	1	1	1

III. Adequacy of:	1	2	3	4
a) Phonology Analysis	Y	Y	Y	-
b) Tone Analysis	Y	Y	Y	-
c) Morphology Analysis	Y	Y	Y	-
d) Syntax Analysis	Y	Y	N	-
e) Explanations Clear	Y	Y	Y	-

IV. Indication of:	1	2	3	4
a) Dialect Choice	-	-	-	-
b) Author Background	N	Y	Y	-
c) Examples Given	Y	Y	Y	-
d) Examples Translated	Y	Y	Y	-

V. Overall Evaluation:

All are appropriate for student use.

SANGO (continued)

C. Dictionaries

I. Identification of Dictionaries:
   1. A: Dictionnaire sango-francais, Bouquiaux.
   2. B: Bakari Sango-Faranzi/Dictionnaire Sango francais, Bouquiaux.
   3. A: Dictionary of Sango, Taber.
   4. B: A dictionary of Sango, Taber.
   5. A: Vocabulaire francais sango et sango-francais, Callec'k.
   6. A: Sango, Langue vehiculaire de l'Oubangui-Chari, Tisserant.
   7. B: Sango-English Dictionary, Baptist Mid Mission
   8. A: Ngbandi Idioticon, Lekens.
   9. A: Dictionnaire ngbandi (vernacular language), Lekens.

II. General Description:	1	2	3	4	5	6	7	8	9
a) Level	All	-	All	-	Not	-	-	All	All
b) Intended Use	-	-	-	-	-	-	-	-	-
c) Number of Entries	6K	-	35C	-	15C	3K	-	22K	5K
d) Parts of Speech	Y	-	Y	-	N	Y	-	Y	Y
e) Printing quality	Ex	-	Fa	-	Gd	-	-	Ex	Ex
f) Ranking	Ex	Ex	Ex	Gd	Pr	Pr	Pr	Ex	Ex
III. Use of:	1	2	3	4	5	6	7	8	9
a) Examples	Y	-	Y	-	Oc	N	-	Y	Y
b) Translations	Y	-	Y	-	Oc	N	-	Y	Y
IV. Indication of:	1	2	3	4	5	6	7	8	9
a) Tone Marking	Y	-	Y	-	N	N	-	Y	Y
b) Dialect Choice	-	-	-	-	-	-	-	-	-
c) Author Background	Y	-	Y	-	Y	Y	-	Y	Y

V. Overall Evaluation:
   No comments offered.

D. Reading Materials:

I. Identification of Materials:
   6. B: Readings in Sango, Samarin.

II. General Description:	1
a) Level	Beg
b) Organization	-
c) Annotations (Y/N)	-
d) Number of Pages	3 Vols.
e) Printing Quality	-
f) Ranking	Gd
III. Indication of:	1
a) Tone marking	-
b) Dialect Choice	-
c) Author Background	-

IV. Overall Evaluation:
   No comments offered.

9. BIBLIOGRAPHY

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1977 *Sango s'ecrit aussi, Esquisse linguistique du sango, langue nationale de l'empire centrafricain (RCA)*. Paris: SELAF. Pp. 184.
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Seressonn, T.
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SANGO (continued)

Taber, Charles R.
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C. Dictionaries

Author ?
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Baptist Mid-Mission.
1980 *Sango-English Dictionary* (to be used in connection with the Sango bible). Sibut: La Presse biblique baptiste. Pp. 365.
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Calloc'h, J.
1911 *Vocabulaire francais-sango et sango-francais (langue commerciale de l'Oubangi-Chari)*. Paris: P. Geuthner. Pp. 86.
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1984 *Lexique thematique d'Afrique centrale: Centrafrique - Sango, 1. Activites economiques et sociales*. Paris: ACCT. Pp. 306.
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D. Readers

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SANGO (continued)

1982 *Contes, l'amour et la violence* (Atene ti Beafrika 1). Bangui. Pp. 57.

n.d. *Proverbes sango*. (Atene ti Beafrika 3). Bangui. Pp. 62.

E. Others

Author ?

1964 *French Loan Words in Sango: A Statistical Analysis of Incidence*. Hartford, Ct.: Hartford Seminary Foundation. Hartford Series in Linguistics.

Boyel[illegible]ieu, P.

n.d. "Elements pour une etude des structures sociales et des particularismes linguistiques en pays de langue 'ngbandi. In *Le domaine ngbandi (oubanguien): differenciation et convergeances*. Paris: SELAF. Pp. 74.

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1982 *Kua ti Kodoro-Le devoir national*. Paris: SELAF-ACCT. Pp. 132. Bilingual in Sango and French.

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1980 "La place du sango dans l'enseignement." in *Sendayanga ti laso 3: Sango, recherches et points de vue*. Bangui: ILA. Pp. 53-56.

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1954 *Guingo Leque ti Diko Mbeti na Yanga ti Sango* ('Learning to read in Sango). Bozoum, Central African Republic: Mission Evangelique de l'Oubangui-Chari.

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SARA A-20

1 CLASSIFICATION

"Sara" is a generic term for a dialect cluster in Central Sudanic branch of Chari-Nile and is spoken in Chad and the Central African Republic.

2 NUMBER OF SPEAKERS

WBTR (1982) notes 600,000 Ngambai speakers; Voegelin and Voegelin (1977) report about 284,000 for all the dialects.

3 USAGE

The Sara dialect cluster represents local first languages.

4 DIALECT SURVEY

There is no agreement about the exact number of Sara dialects, and the degree of mutual intelligibility has not been determined, Tucker and Bryan (1956) consider Sara a "dialect cluster," while Greenberg (1966) considers these variants dialects of one language. There are around ten Sara dialects.

5 ORTHOGRAPHY STATUS

Thayer (1973) noted that Chad uses a standardized Ngambay orthography. No other information has come to our attention as of this writing.

6 SETS OF LEARNING MATERIALS REQUIRED

Sara proper is taken to be the dialect for which materials should be prepared.

7 RESOURCES

A. Institutional Resources
- Baptist Mid Mission
- Langues et Civilisations a Tradition Oral (CNRS)

B. Individual Resources

Sandra Banasik
Jean-Pierre Caprile
Jacques Federy
Alan Fisher
Judy Leidy
Moadjidibaye-Ti
Mr. Moundo N. Nelralway
Leine Palayer
David M. Seymore
James Thayer
Linda Thayer

8. EVALUATIONS

The evaluations requested did not appear in time to be included in this volume.

SARA (continued)

9. BIBLIOGRAPHY

A. Learning Materials

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Thayer, Linda J., and James E. Thayer.
1971 *50 lessons in Sara-Ngambay, a language of Southern Chad*. 3 vols. Bloomington: Intensive Language Training Center, Indiana University.
Vandame, Charles.
1963 *Le ngambay-moundou: phonologie, grammaire et textes*. Dakar: Institut Francais d'Afrique Noire. Pp. 211.

B. Dictionaries

Caprile, Jean-Pierre.
1969 *Lexique mbai-francais*. Lyon: Afrique et langage. Pp. 65.
Fortier, Joseph.
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Hallaire, Jacques, and Jean Robinne.
1955 *Dictionnaire sara-francais*. Koumra-Fourriere, Chad. Pp. 429.

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Caprile, Jean-Pierre.
1968 *Essai de phonologie d'un parler mbay, Les emprunts arabes en mbay*. Paris: C. Klincksieck. Pp. 51.
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1971 *Grammaire mbaye-moissala (Tchad-groupe Sara)*. Lyon: Afrique et langage. Pp. 112.
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1970 *Elements de grammaire sar (Tchad)*. Archambault, Tchad: Lyon and Fort Afrique and langage and College Charles Luranga. Pp. 194.
Thayer, James Edward.
1978 *The Deep Structure of the Sentence in Sara-Ngambay Dialogues*. Dallas: Summer Institute of Linguistics and University of Texas at Arlington. Pp. 221.
Thayer, Linda, and James Thayer.
1969 *Orthography in the Sara languages*. Unpublished.

Vandame, Charles, S.J.
1961 *Manuel d'initiation au ngambay*. Fort Lamy, Chad: S.N.O. Sara-Ngambay, grammar.

SENUFO (SENARI) B-24

1 CLASSIFICATION AND WHERE SPOKEN

The tern "Senufo" refers both to a language (Senari) and a branch of Gur (Voltaic) that includes four distinct languages: Palaka, Dymini-Tagwana, Central Senufo (Senari), and Northern Senufo (including the dialects of Suppire and Minanka) (Voegelin and Voegelin, 1977). Senari, which means "the (Senufo) language," also stands for the language spoken in the northern Ivory Coast and a small part of Mali.

2 NUMBER OF SPEAKERS

Glaze (1981) notes 250,000 speakers; WTPR (1982) notes 300,000; Voegelin and Voegelin (1977) note 350,000.

3 DIALECT SURVEY

Manessy (1981) reports four principal dialects of Senari: Nya'a folo, Nafara, Tyebara (Cebaara), and Nowolo. Detailed dialect survey work is currently being carried out by the S.I.L. in the area.

4 USAGE

Senufo is a local first language.

5 ORTHOGRAPHY STATUS

Senufo languages in Ivory Coast use the official orthography developed for all languages in that country.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
- *Conservative Baptist Foreign Mission
- *Institut de Linguistique Appliquee (ILAS)
- *Langues et Civilisations a Tradition Oral (CNRS)
- Summer Institute of Linguistics, Abidjan
- University of Abidjan
- Summer Institute of Linguistics, England

B. Individual Resources

Linnea Boese	Richard Mills
Don Bothel	Elizabeth Mills
Ruth Casey	Merrill Skinner
M. Laughren	Wolfgang Stradner
Gabriel Manessy	

8. EVALUATIONS

We were unable to locate a reviewer willing to carry out the materials evaluation.

9. BIBLIOGRAPHY

A. Learning Materials

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1956 Lesson Book, Tyebaara Language - in English-Tyebaara. Conservative Baptist Foreign Mission Society. Out of print.
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C. Descriptions

Cheron, Georges.
1925 Le Dialecte Senoufo du Minianka, Grammaire, Textes et Lexiques. Paris: P. Geuthner. Pp. 167.
Welmers, William E.
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D. Readers

Glaze, Anita.
1981 Art & Death in a Senufo Village. Bloomington: Indiana University Press.

SERER C-21

1 CLASSIFICATION

Sauvageot (personal communication, 1986) reports that "Serer belongs to the Senegal Group of West Atlantic, and is spoken in Senegal and Gambia. In Senegal it is spoken in the region of Sine, along the Atlantic coast (from Fadiout to Palmarin) and in part in the region of Baol and Saloum in contact with Wolof."

2 NUMBER OF SPEAKERS

Sauvageot (personal communication, 1986) gives a figure of 400,000 speakers while WBTR (1982) notes 700,000 and the Senegalese 1960 census reports 306,000. Voegelin and Voegelin (1977) report 300,000 speakers.

3 USAGE

Serer is a national language in Senegal but is used primarily as a local first language.

4 DIALECT SURVEY

Sauvageot (personal communication, 1986) states that Serer has four principal dialects: Sine, the most wide-spread, Ndyegem, the dialect of la Petit Cote (from Fadiout to Palmarin), Nyomi or Nyominka (in the region of Foundiounge and the Saloum Islands and probalby around the town of Kaolack). Serer speakers of Baol and of Saloum exhibit by comparison to the dialect of Sine recognizable dialectal variations attributed to Wolof influence."

5 ORTHOGRAPHY STATUS

Serer has an orthography standardized by Senegalese government decree in 1975 (see Bibliography), but not all conventions are agreed upon.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Presumably one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
    *Mission Baptiste S.B.C. Sengal
    *U. S. Peace Corps, Senegal

SERER (continued)

B. Individual Resources
- Arame Diop-Fall
- Stan Faye
- Waly Coly Faye
- Katherine M. Marcoccio
- Kenneth Robertson
- W. Pitchel
- Serge Sauvageot

8. EVALUATIONS

Reviewer: Serge Sauvageot

A. Learning Materials:
No listings of learning materials available for the study of Serer have come to our attention.

B. Descriptive Materials:
I. Identification of Materials:
C. Descriptions
1. Les nominaux en Sereer-Siin: parler de Jaxaaw, Fal.
2. La relative dans les langues du groupe Ouest-atlantique, Faye.
3. Precis grammatical de Serere, Faye.
4. Wolof et Serer: etudes de phonetique et de grammaire, descriptive, Manessy and Sauvageot.
5. Permutation et accord en Serer, Pichl.
6. Les classes nominales et leurs fonctions en Serer, Pichl.

I. Notes and Comments:
1. This work is the best and the most modern description of Serer (spoken in Jaxaaw) that we have up to this point. Nevertheless it is limited to phonology (phonematics and prosody, morphology and in the syntax of the noun. The facts are analyzed acording to the principles of functional structuralism. The transcription is phonological. This clearly presented, excellent study is indespensable to anyone who wishes to study Serer.
2. This brief article treats the facts of Serer, giving a clear idea of the relative clause in this language.
3. This is an overview of Serer grammar including a aspects of the nominal system, nominal derivations and componding, the verbal system and complex sentences.
4. This work out to be considered as a valuable instrument of work in the sense that it puts at the disposal of linguists the previously published studies (with the exception of one unedited article by L.S. Senghor) and which appeared in disperse and difficult to obtain sources.
5. This short analysis is largely obsolete since the appearance of #1.
6. This short analysis is largely obsolete since the appearance of #1.

SERER (continued).

C. Dictionaries

I. Identification of dictionaries:

1. Dictionnaire sere-francais. Cretois.
   Dictionnaire sereer-francais (different dialectes), Cretois.
2. Dictionnaire serere-francais, Ezanno.
3. Dictionnaire serere-francais, Greffier.

VII. Notes and Comments:

1. From the extent of lexical material and from the quality of the information, this dictionary represents the best and the richest collection of words that we possess at this time. Each item is usually accompanied by examples of usage and phraseology. It also contains a number of proverbs and saysings. In addition, dialectal differences are mentioned.
2. With the exception of several additions and modifications, this dictionary is the same dictionary as Greffier (#3). The system of notation used and the overview of Serer grammar is that of Greffier.
3. The overview of grammar (some 40 pages) gives a view, using the terminology of the period of sounds, parts of speech of the Serer of Sine. The dictionary is of historical interest. As such, it ought to be taken "cum grano salis. The transcription of terms and of words does not always reflect the phonetic reality and still less phonemic reality.

D. Reading Materials:

I. Identification of Materials:

No reading materials were available for evaluation.

9. BIBLIOGRAPHY

A. Learning Materials

No listings of learning materials available for the study of Serer have come to our attention.

B. Dictionaries

Cretois, Pere.
1970 Dictionnaire sere-francais. 5 vols. Dakar: CLAD.

Cretois, R.P. L.
1972 Dictionnaire sereer-francais (different dialectes), CLAD.
1977 Volume 48 of the collection: Les langues africaines au Senegal. Published in six volumes: I, 1972 (A-C) Pp. 423; II, 1973 (D-G) Pp. 607; III, 1974 (H-L); IV, 1975 (M-N) Pp. 678; V, 1976 (N-S) Pp. 741; VI, 1977 (T-Y) Pp. 523.

SERER (continued)

Ezanno, R.P. F.J.
1960 *Dictionnaire serere-francais*, d'apres le manuscrit du Pere Ezanno, precede d'un abrege de grammaire serere par le Pere Greffier. Missions de Joal et de Dakar, senegal. Pp. 164.

Greffier, P.H.
1901 *Dictionnaire serere-francais, precede d'un abrege de la grammaire serere*. Imprimerie de la Mission, Saint-Joseph de Ngasobil, Senegal. Pp. 330.

C. *Descriptions*

Fal, Arame.
1980 *Les nominaux en Sereer-Siin: parler de Jaxaaw*. Dakar: Les Nouvelles Editions Africaines. Pp. 175.

Faye, Waly Coly.
1980 *Precis grammatical de Serere*. Dakar: CLAD.
1983 La relative dans les langues du groupe Ouest-atlantique: le cas du sereer et du wolof. *Annales de la Faculte des Lettres et Sciences Humaines de l'Universite de Dakar* 13:273-288.

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1901 *Grammaire serere*. Ngasobil, Senegal: Mission St. Joseph. Pp. 28.

Manessy, G., and S. Sauvageot.
1963 *Wolof et Serer: etudes de phonetique et de grammaire*, *descriptive*. Dakar: Publications de la Section Langues et Litteratures.

Pichl, W.
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1963 "Les classes nominales et leurs fonctions en Serer." In *Actes du second colloque international de linguistique negro-africaine*. Dakar.
1970 *The Serer Language*. 2 vols. Pittsburgh, Pa.: Duquesne University Press.

Senghor, L.S.
1975 *Projet de decret relatif a l'orthographe et la separation des mots serere*. Ministere de l'education nationale, republique du Senegal.

SHONA A-15

1 CLASSIFICATION

Shona belongs to the Shona Group of Bantu (Guthrie S10). It is spoken by various groups (including Karanga, Makorekore, Manyika, Ndau, and Zezuru) primarily in Zimbabwe but also in western Mozambique (Manyika) and in south central Zambia.

2 NUMBER OF SPEAKERS

Horn (p.c., 1983) reports there are about six million Shona speakers in Zimbabwe. Figures are unavailable for Mozambique and Zambia. Alexandre (1981) states there are at least one million speakers.

3 USAGE

Shona is a language of education in Zimbabwe. Numerous newspapers publish in Shona, and a sizable literature exists. Shona is also heard over the radio.

4 DIALECT SURVEY

Although there are many dialect differences in Shona, a standardized dialect is recognized.

5 ORTHOGRAPHIC STATUS

Shona has a standardized orthography.

6 SETS OF LEARNING MATERIALS REQUIRED

One set of learning materials will be sufficient for Shona.

SHONA (Continued)

7 RESOURCES

A. Institutional Resources

*ALOZ (Adult Literacy Org. of Zimbabwe)
*Baptist Mid Mission
Baptist Mission in Zimbabwe
*Boston University
*Cambridge University
*Howard University
*Indiana University
*Michigan State University
*Ranche House College
*Rhodes University
University of Capetown
*University of Florida
*University of Illinois,Urbana-Champaign
*University of London
*University of Washington
*University of Wisconsin at Madison
*Yale University
Zimbabwe Literature Bureau

B. Individual Resources

C.H. Borland
Hazel Carter
Stanley L. Cushingham
Pat Dean
N.C. Dembetembe
Musvosvi Denford
George Fortune
Michael Hannan
Nancy Horn
I. Takawira
John Hutchinson
S. Kuimba
Seth Mandel
Mary S. Mubi
Kennedy Mujombi
David Odden
Douglas Patterson
Carolyn H. Perez
Bernadette Petto

8. EVALUATIONS

Reviewer/s: A: David Odden
B: Carol Scotton

A. Learning Materials

I. Identification of Materials:

1. A: Shona Basic Course, Stevick.
2. B: Shona Basic Course, Stevick.
3. A: Shona Language Lessons, Fivaz and Ratzlaff.
4. B: Shona Language Lessons, Fivaz and Ratzlaff.
5. B: Shona Language Course, Carter.
6. B: Elements of Shona, Fortune.
7. B: Conversational Shona, Fortune.

SHONA (continued)

II. General Description:	1	2	3	4	5	6	7
a) Level	Beg	Beg	Beg	Beg	Beg	B/A	Beg
b) Dependency	D	-	I	-	-	-	-
c) Methodology	-	Dir		Gr	Dir	Gr	Dir
d) Number of Pages	-	519	-	169	97	222	300
e) Printing Quality	-	Gd	-	Ex	Fr	Ex	Ex
f) Linguistic Coverage	N	Y	Y	Fr	Y	Y	Y
g) Ranking	F/P	Gd	G/F	Gd	Gd	Gd	Gd

Gr = Grammar Oriented; Dir = Conversational (direct)

III. Indication of:	1	2	3	4	5	6	7
a) Tone Marking	Y	Y	Y	Y	Y	Y	Y
b) Dialect Choice	N	Y	Y	Y	Y	Y	Y
c) Author Background	Y	Y	Y	Y	Y	Y	Y

IV. Chapter design:	1	2	3	4	5	6	7
a) Dialogs	-	50	-	20	30	20	50
b) Notes on Dialogs	-	10	-	20	20	20	10
c) Readings	-	5	-	20	20	20	5
d) Grammar Drills	-	15	-	0	0	0	5
e) Grammar Notes	-	10	-	30	20	40	30
f) Vocabulary	-	10	-	10	10	10	10
g) Tests	-	0	-	0	0	0	0
h) Illustrations	-	0	-	0	0	0	0
i) Communication Act.	-	0	-	0	0	0	0
j) Other	-	0	-	0	0	0	0

V. Representativeness of Cultural Situations	1	2	3	4	5	6	7
	Y	Y	N	Y	Y	Y	Y

VI. Overall Evaluation:

VII. Notes and Comments:

1.
2. Conversationally organized.
3.
4. Classic "grammatical" presentation.
5. Very thorough; conversationally organized.
6. Classic "grammatical" presentation.
7. Conversationally organized.

B. Descriptive Materials:

I. Identification of Materials:

1. A: Shona Grammatical Contstructions, Fortune.
2. A: Comparative Study in Shona Phonetics, Doke.
3. A: An Analytical Grammar of Shona, Fortune.
4. A: Shona Companion, Dale.

II. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	Adv	Adv	Adv	Int						
b) Adequacy as Descr.	Ex	Ex	Gd	Fr						
c) Suitability for Ref.	Gd	Pr	Ex	Gd						
d) Number of Pages	448	298	443	337						
e) Printing Quality	Pe	Gd	Gd	Fr						
f) Ranking										

SHONA (continued)

III. Adequacy of:	1	2	3	4
a) Phonology Analysis	Y	Y	Y	N
b) Tone Analysis	Y	N	NA	N
c) Morphology Analysis	Y	N	Y	Y
d) Syntax Analysis	Y	N	N	Y
e) Explanations Clear	Us	Us	Us	Y

IV. Indication of:	1	2	3	4
a) Dialect Choice	-	-	-	-
b) Author Background	N	Y	Y	N
c) Examples Given	Y	N	Y	N
d) Examples Translated	Y	N	Y	Y

V. Overall Evaluation:

Both #2 and #3 are rather formidable for a student; #1 and #4 are considered excellent.

VI. Notes and Comments:

1. Not readily available.
2. Not really suitable as student reference grammar, but of value to teacher.
3. Out of print.

C. Dictionaries

I. Identification of dictionaries:

A: Standard Shona Dictionary, Hannan.

II. General Description:	1	2	3	4
a) Level	All			
b) Intended Use	Ref			
c) Number of Entries	54K			
d) Parts of Speech	Y			
e) Printing Quality	Gd			
f) Ranking	1			

III. Use of:	1	2	3	4
a) Examples	Oc			
b) Translations	y			

IV. Indication of:	1	2	3	4
a) Tone Marking	Y			
b) Dialect Choice	-			
c) Author Background	N			

V. Overall Evaluation:

Excellent, one of the best dictionaries in Africa. Considerable information including special sections on such topics as ideophones, botanical terminology, etc.

D. Reading Materials:

No materials were available for review.

9. BIBLIOGRAPHY

A. Learning Materials

Fivaz, Derek, and Jeanette Ratzlaff.
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SHONA (continued)

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SHONA (continued)

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Author?
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SIDAMO A-22

1 CLASSIFICATION AND WHERE SPOKEN

Sidamo is a language of the Highland East Cushitic Group spoken by the Sadamain in the southern highlands east and west of Lake Awasa, Ethiopia.

2 NUMBER OF SPEAKERS

Estimates generally range from 650,000 to 860,000 (Bender, 1976); WTPR (1982) notes 857,000.

3 USAGE

Sidamo is a local first language.

4 DIALECT SURVEY

No dialect survey is known to us; however, Hudson (in Bender,1976, p.233) says that Sidamo" is ... little differentiated into dialects" and that "the differences are minimal."

5 ORTHOGRAPHY STATUS

Very little is written in Sidamo. As far as we know, the only printed literature to date is the Bible, written in Amharic characters.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materials for Sidamo appears sufficient.

7 RESOURCES

A. Institutional Resources
    *Southern Illinois University

B. Individual Resources

M. Lionel Bender	James Redden
Grover Hudson	K.M. Yri

8. EVALUATIONS

Reviewer/s: Grover Hudson

A. Learning Materials

I. Identification of Materials:
1. Manual di Sidamo, Moreno, 1940

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SIDAMO (continued)

II. Overall Evaluation:

This is primarily a descriptive grammar (see B below), but it does contain some translation exercises.

B. Descriptive Materials:

I. Identification of Materials:

1. Manual di Sidamo, Moreno

No other materials available for review.

II. General Description:	1
a) Level	Beg
b) Adequacy as Descr.	Y
c) Suitability for Ref.	Y
d) Number of Pages	325
e) Printing Quality	E
III. Adequacy of:	1
a) Phonology Analysis	Y
b) Tone Analysis	NA
c) Morphology Analysis	Y
d) Syntax Analysis	N
e) Explanations Clear	Y
IV. Indication of:	1
a) Dialect Choice	NA
b) Author Background	N
c) Examples Given	Y
d) Examples Translated	Y

V. Overall Evaluation:

This is the only book-length grammar of Sidamo written; anything else is more of a grammatical sketch.

VI. Notes and Comments:

Contains a 30 page appendix of translation exercises and brief texts.

C. Dictionaries

I. Identification of dictionaries:

Sidamo Dictionary, Gasparini.

II. General Description:	1
a) Level	Col
b) Intended Use	Ref
c) Number of Entries	
d) Parts of Speech	
e) Printing Quality	E
III. Use of:	1
a) Examples	
b) Translations	
IV. Indication of:	1
a) Tone Marking	
b) Dialect Choice	
c) Author Background	

V. Overall Evaluation:

Only dictionary available.

VI. Notes and Comments:

Reviewer has seen the dictionary, but does not have a copy at hand.

SIDAMO (continued)

D. Reading Materials:

I. Identification of Materials:
There is really nothing available except for the above-cited Morano.

9. BIBLIOGRAPHY

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There are no materials available for the study of Sidamo.

B. Descriptions

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SOMALI A-16

1 CLASSIFICATION AND WHERE SPOKEN

Somali, which belongs to the East Cushitic branch of Cushitic, is spoken in the Somali Democratic Republic, the Ogaden region of Ethiopia, eastern and northeastern Kenya, and southern Djibouti.

2 NUMBER OF SPEAKERS

No complete figures are available for the number of speakers of Somali. Heine (1980) notes 185,000 Somali speakers in Kenya. Africa South of the Sahara (1981, p.330) notes that "slightly over half the population 310,000 of Djibouti are Somalis."

3 USAGE

Somali is the national language of Somalia, where it is used in the schools, government, and daily commerce. There is a Somali daily newspaper in Mogadishu, Xiddigta Oktoobar. Somali is heard on Voice of Kenya radio, Radio Diffusion - Television de Djibouti, the Voice of Revolutionary Ethiopia, the BBC, and Radio Moscow, all using Common Somali.

4 DIALECT SURVEY

There are three mutually intelligible language clusters of Somali (Johnson, personal communication, 1983): Common or Northern (Isaaq); Central or (Af-) Raxan-Weyn; (Af-) Benaadir or coastal. However, according to Saeed (Central Somali: a grammatical outline, 1982), the central dialect series is not mutually intelligible with Benadir or Common Somali. Many materials have previously been prepared in Common Somali, but the Mogadishu variety appears to be slowly becoming the standard. For further information on the Somali dialects in Kenya, see Heine (1980).

5 ORTHOGRAPHY STATUS

A Romanized orthography for Somali was adopted as the only official are in 1972, replacing a variety of older orthographies.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materials is sufficient for Somali.

SOMALI (continued)

7 RESOURCES

A. Institutional Resources

Akadamiyada Cilmiga Fanka iyo Suugaanta.
*Eastern Mennonite Board of Missions
*Indiana University
*Michigan State University
*Rijksuniversiteit te Leiden
*Universita Nazionale Somalia (Comitato Techno Linguistice)
*University of London (SOAS)
*University of Wisconsin at Madison
University of Rome
Semmario di Studi Africani
Sudan Interior Mission
Seminar Napoli
Xafiiska Horumarinta Manaahijta
Wasaaradda Warfaafinta iyo Hanuuninta Dadweynaha
Wasaaradda Waxbarashad iyo barbaarinta
Xarunta Waxbarashada Dadka Waaweyn

B. Individual Resources

Hussein M. Adam
Jakob Adan
Ahmed Adan Ahmed
Abdulaziz Sheriff Adam
Gianmaria Ajani
Yusuf Omar Ali
Edward Alpens
Albert Antoniotto
Roberto Ajello
James de Vere Allen
B.W. Andrzejewski
F. Antinucci
David Appleyard
James Armstrong
Mohamed A. Arush
Linda Arvanites
Giorgio Banti
Jacqueline Bardolph
Douglas Biber
Kalif Bile
Melanie Brant
Stephen Brant
Ulrich BrauKamper
Biancamaria Bruno
Giorgio R. Cardona
John Caney
Lee Cassanelli
Nevile Chittick
Reher Coats
Virginia Lee Barnes Dean
Morin Dider
Conrad Dilger
Mahdi Ali Dire
John Distefano
Christopher Ehret
Abdullahi Sheikh Elmi
Mohamed Osman Fadal
Constitano Fallace
Stephen Franke
Helene R. Fuller
Lucyna Gebert
Charles Geshekter
Gallo Pia Grassivaro
Gevmano Grassivavio
Abdulkarim Ahmed Guleid
A. Haider
M.A. Heban
Lutz Heide
Stefan Helmig
Aderz Hjort
Ali Abdirahmn Hersi
Robert Hetzron
Edna Adan Ismael
Ahmed Duale Jama
Bernd Jansen
Jorg Janzen
John Johnson
Patrick Kakwenizire
Hilarie Kelly
Christer Krokfors

SOMALI (Continued)

Thomas Labahn
David Laitin
Marcell Lamberti
Hubert Lauz
Jacqueline Lecarme
Judy Leidy
I.M. Lewis
Virginia Lulig
Cabdalla Cumar Mansur
Harold Marcus
John Markakis
Mohamed M. Mohammadien
Modricker
D. Modricker
Ruth Myors
Joseph J. Pia
Renato Pozzi
Annarita Puglielli
Diana Putman
Omar Osman Rabeth
Haji Rabi
Mohamed H.H. Rabi
Abdirahman O. Raghe
S. Ravarino
Lanfranco Ricci
Julia Rudkin-Jones
Said S. Samatar
John I. Saeed
Mohamed Khalif Salad
Hilary Costa Sanseverino
Nikolas Schopfer
Hans-Wichart Schuneman
Fritz Serzisko
Phillip Sedlak
Bereket Hable Selasse
Fred Sholz
Isse Mohamed Siyad
H.J. Stoomer
Aud Talle
Mohammed Siad Togane
G. Traversa
Emilio Tresalti
Adrino Varolti
Ismail Wais
J. Warner
Manfred Wehrman
D. Wiegand
homas Wilson
John Wood
George Wright
Keenadiid Yaasin C.
Hassan Ismail Yusuf
A. Zaborski

8. EVALUATIONS

Reviewer/s: A: Joy Carter.
B: Judy Leidy.

A. Learning Materials

I. Identification of materials:

1. A: Iska Wax U Qabso, Gleason (Revised by Farah and Smoker).
2. A: The modern English-Somali phrase book, Idaajaa.
3. A: Weheliye English, Somali and Italian Conversational Guidebook, Farah.
4. A: Beginning in Somali, Pia et al.
5. A: An Elementary Somali Drill Book, Ahmed and Kozell.
6. B: Elementary Somali Drill Book, Ahmed.
7. B: Beginning in Somali, Black et al.
8. B: Beginning in Somali, Pia et al. (rev. ed.).
9. B: Iska Wax U Qabso, Gleason.
10. B: The Modern English Somali Phrase Book, Ali.
11. La Soco Af Soomaaliga, Carter (not reviewed.)

SOMALI (continued)

II. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	-	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Beg	Beg
b) Dependency	-	I	I	I	I	Sup	I	I	I	S
c) Methodology	PhB	PhB	Cnv	MW	-	AL	AL	AL	PhB	PhB
d) Number of Pages	79	93	195	380	160	160	121	210	80	93
e) Printing Quality	Gd	Fa	Fa	Gd	Gd	Gd	Gd	Gd	Gd	Ex
f) Linguistic Coverage	-	--	--	--	--	Y	*	*N	N	Y
g) Ranking	-	Fa	Fa	Gd	Gd	F	Pr	Pr	Ex	Fa

PhB = Phrase Book, Cnv = Conversational Manual, MW = Microwave.

III. Indication of:	1	2	3	4	5	6	7	8	9	10
a) Tone Marking	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na
b) Dialect Choice	Y	Y	Y	--	Y	Y	-	N	Y	Y
c) Author Background	N	N	N	Y	Y	N	N	N	N	N

IV. Chapter design:	1	2	3	4	5	6	7	8	9	10
a) Dialogs	30	10	10	40	40	15	20	25	70	10
b) Notes on Dialogs	0	0	0	30	0	0	5	25	0	0
c) Readings	5	0	0	0	0	0	0	0	0	0
d) Grammar Drills	35	0	0	0	50	85	60	50	0	0
e) Grammar Notes	0	0	0	20	0	0	5	0	0	0
f) Vocabulary	30	0	0	20	0	0	10	0	30	0
g) Tests	0	0	0	0	10	0	0	0	0	0
h) Illustrations	0	0	0	0	0	0	0	0	0	10
i) Communication Act.	0	0	0	0	0	0	0	0	0	70
j) Useful phrases	0	90	90	0	0	0	0	0	0	0

V. Representativeness of Cultural Situations	1	2	3	4	5	6	7	8	9	10
	N	Y	N	Y	Y	Y	Y	-	Y	Y

VI. Overall Evaluation:

A: Reports that in Somalia, most language teaching programs use one or more of the following #1, #11 and the reference grammar #4. Were it not for the non-official orthography of #4 and #5, it too would receive a high recommendation.

B: For an introductory text, #9 is most highly recommended.

VII. Notes and Comments:

1. Not well planned.
2. Not well planned.
3. Not well planned.
4. Uses unofficial orthography.
5. Uses unofficial orthography
7. Text uses an ideosyncratic morphophonemic orthography.
8. Revision of #7. Text uses idiosyncratic, morphonemic orthorgraphy, incorrect use of focus.
9. Contains 445 meaningful conversational exchanges with suggestions for vocabulary substitution.
10. Traditional phrase book.
11. Reviewer chose not to review this publication because of conflict of interest.

SOMALI (continued)

B. Descriptive Materials:

1. A: Somali Grammar (Vols. 1, 2 & 3), Werner.
2. A: Af Soomali, Panza.
3. A: Naxwaha Af Soomaaliga, Axmed.
4. A&B: An Elementary Somali Grammar, Barry.
5. A&B: The Somali Language, Bell.
6. A&B: Somali Primer, Part I, Drysdale.
7. A&B: A Grammar of the Somali Language, Kirk.
8. A: Aasaaka Naxwaha af Soomaahigo.
9. A: Somali-English Dictionary (contains Basis of Somali grammar, stress and tone), Abraham.
10. B: The Principles of Somali, Warsama.

B: I. Identification of Materials:

II. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	BI	B	B	B	BI	B	B	B	BI	All
b) Adequacy as Descr.	G	G	G	F	G	F	G	G	G	G
c) Suitability for Ref	G	G	G	G	G	G	G	G	E	P
d) Number of Pages	225	212	156	114	185	40	216	40	332	481
e) Printing Quality	Gd	Ex	Gd	F/G	G/E	Gd	E/G	Gd	Fa	Fa
f) Ranking										

III. Adequacy of:	1	2	3	4	5	6	7	8	9	10
a) Phonology Analysis	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
b) Tone Analysis	Y	Y	NA	N	Y/N	Y/N	-/N	N	Y	Y
c) Morphology Analysis	Y	Y	Y	Y/N	Y/-	Y/N	Y	N	Y	Y
d) Syntax Analysis	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
e) Explanations Clear	Us	Y	Us	Y	Y	Y/O	Y/U	Us	Y	Y

IV. Indication of:	1	2	3	4	5	6	7	8	9	10
a) Dialect Choice	-	-	-	-	-	-	-	-	-	
b) Author Background	N	Y	N	Y	N	N	Y	Y	Y	Y
c) Examples Given	Y	Y	Y	Y	Y	Y	U/Y	Y	Y	Y
d) Examples Translated	Y	Y	N	Y	Y	Y	Y	N	Y	Y

V. Overall Evaluation:

A: The most highly recommend reference grammar is #9.
B: Reviewer recommends #4, #5, and #6.

VI. Notes and Comments:

4. B: This is a grammar translation course. Not written in official orthography.
5. B: This is really a grammar translation text. Not written in official orthography.
6. B: Basically a grammar translation text. Not written in official orthography.
7. B: Length not always marked. Not written in official orthography.
9. Not written in official orthography.

SOMALI (continued)

C. Dictionaries

I. Identification of Dictionaries:
1. A: Qaamuuska Af Soomaaliga, Keenadiid.
2. A: Afgarad, Xirsi.
3. A: Italian-Somali-English Geological Dictionary, Giuliano.
4. A. English-Somali Dictionary, Abraham.
5. A&B: Somali-English Dictionary, Abraham.
6. A: Af Soomaali, Panza.
7. B: Somali-English and English-Somali, de Lasajasse.

II. General Description:	1	2	3	4	5	6	7
a) Level	Adv	Beg	All	All	All	Beg	
b) Intended Use	Ref	Ref	Ref	Ref	Ref	Ref	Ref
c) Number of Entries	18K	6K	35C	10K	10K	3K	10K
d) Parts of Speech	-	Y	N	N	N/Y	Y	Y
e) Printing Quality	Ex	Gd	Ex	Fa	F/G	Gd	Ex
f) Ranking	G	Fa	G	E	E/G	Fa	Fa
III. Use of:	1	2	3	4	5	6	7
a) Examples	N	N	Y	Y	Y	N	Oc
b) Translations	N	N	N	Y	Y	N	Y
c) Explanations Clear	Us	Us	Us	Y	Y/U	Us	Us
IV. Indication of:	1	2	3	4	5	6	7
a) Tone Marking	NA	NA	N	Y	Y	N	N
b) Dialect Choice	-	-	-	-	-	-	-
c) Author Background	Y	N	Y	Y	Y	Y	Y

V. Overall Evaluation:

Both reviewers recommend the combination of #4 and #5 (both by Abraham as the most highly valued learner dictionary.

VI. Notes and Comments:
1. Ranked as good, but it cannot be used by most learners of Somali, since it is written in Somali for Somali speakers.
2. Has quite alot of mistakes in English spelling and in the pronunciations of English words; some meanings do not match and some meanings are inadequate. Quite a number of the English words are old-fashioned and out of date. However, it is useful for the beginner as an English to Somali dictionary.
3. Well set out and easy to follow with two sections (Italian - Somali - English and Somali - Italian English), but it does not indicate the parts of speech of any of the words, and this sometimes makes it difficult to get the precise meaning of the word.
4. Contains alot of Somali ideoms and proverbs as well as examples of the words in sentences. It also pays attention to the importance of tone and stress in Somali.
5. A: Explains idiomatic uses of words and includes proverbs. It also provides examples of the different uses of words (in sentences). As well as marking tone and stress, it also points out the importance of these two elements in understanding and speaking Somali well.

B: Entry format is idiosyncratic; addendum at front, no distinction made in main entry for length or certain phonemic differences which the author feels would not be heard by an English speaker. Following the main entry, however, is a phonemically correct version.

6. Gives only equivalent meanings rather than full dictionary entries. Written in Italian.
7. Lacks length and tone marking; the vocabulary is extensive, but rather dated now.

D. Reading Materials:

I. Identification of materials:

1. A: Sheekooyin Carruureed.
2. B: Somali Newspaper Reader, Issa et al.
3. B: Hikmad Somali, Galaal et al.
4. B: Reading in Somali, Pia et al.

II. General Description:	1	2	3	4
a) Level	B/I	I/A	Adv	Beg
b) Organization	Sub	V&G	Sub	Sub
c) Annotations (Y/N)	N	Y	Y	Y
d) Number of Pages	59	186	109	192
e) Printing Quality	Gd	Ex	Gd	Gd
f) Ranking	F	Ex	Gd	pR

III. Indication of:	1	2	3	4
a) Tone marking	N	N	Y	N
b) Dialect Choice	-	-	-	-
c) Author Background	N	N	Y	N

IV. Overall Evaluation:

A: There are numerous items, primmers and such items put out by the Somali Ministry of Education and Training (some listed in the bibliography) which would be of use as readers at all levels.

V. Notes and Comments:

1. The stories (Aesop's Fables) are short, usually page and use fairly print. Contains 21 stories and originally intended for Somali children.
2. Contains 51 authentic newspaper selections on political, economic, military and human interest themes. Length varies from three lines to three pages.
3. This is a collection of oral literature more than a reader, but will serve as a reader for an advanced student interested in literature.
4. Excellent in overall conception. A simple reader containing information in expository prose. Unfortunately the unofficial orthography renders this text virtually useless.

9. BIBLIOGRAPHY

A. *Learning Materials*

Ahmed, Shirre Jama, and Charles Kozoll.
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1968 *The Somali Language*. New York: Longmans, Green. Pp. 185.
Black, Paul, and others.
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Cardona, Giorgio R., and Francesco Agosti.
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Pia, J. Joseph, and others.
1966 *Beginning in Somali*. Syracuse: Program of Eastern African Studies, Syracuse University. Pp. 380.

B. *Dictionaries*

Abraham, R.C.
1964 *Somali-English Dictionary*. London: University of London Press. Pp. 332.
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C. *Descriptions*

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Andrzejewski, B.W.
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SOMALI (continued)

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Kirk, J.W.C.
1905 A Grammar of the Somali Language. Cambridge: the University Press.
1968 Notes on the Somali Language. Westmead, Farnborough, Eng.: Gregg International Publishers.
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1955 Somalo della Somalia. Rome: Istituto Poligrafico dello Stato.

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1951 The Principles of Somali. N.p. Pp. 481.

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1971 Sintaksis Somali. Moscow: Nauka. Pp. 265.

D. Readers and Other

Pia, J.J., and R.D. Molitor.
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American Women's Club of Mogadiscio.
1971 Unto Kariska Somalida-Cooking in Somalia. John William Johnson. Mogadisco.
1967 A Bibliography of Somali Language Materials. Cabkulqaadir F. Bootaan. Hargesia.
1973 Murti Iyo Sheekooyin, C.R.V. Bell. Muqdisho: Wasaaradda Hidaha iyo Tacliinta sare.

Keenadiid, Yaasiin C.
1976 Qaamuuska Af-Soomaaliga. Firenze.

SONGHAI/ZARMA B-25

1 CLASSIFICATION AND WHERE SPOKEN

Songhai belongs to the Songhai branch of Nilo-Sahran. Various dialects of Songhai are spoken near and along the Niger River from Djenna in Mali, through Burkina Faso, Niger, and into northern Benin and northwestern Nigeria as well as into southwestern Algeria.

2 NUMBER OF SPEAKERS

Tersis (1981) and WTPR (1982) notes 700,000 presumably first language speakers. The 1972 Niger census notes 1.001 million "Djerma Songhai" speakers. A figure which includes second language speakers. Heine (1970) also reports a figure of more than one million total speakers.

3 USAGE

Songhai is a significant regional as well as a national language of Niger. It is broadcast over Radio-diffusion du Mali as well as over La vois du Sahel in Niger.

4 DIALECT SURVEY

Nicolai in Les dialectes du songhay (1919) notes six major dialects of Southern Songhai, four major dialects of Northern Songhai, and two independent dialect clusters.

5 ORTHOGRAPHY STATUS

An orthography was adopted at the 1966 UNESCO meeting in Bamako, Mali (see bibliography).

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials would appear to be sufficient for the learing of Songhai.

7 RESOURCES

A. Institutional Resources
- Evangelical Baptist Mission
- Indiana University

B. Individual Resources
- Janice Carson
- Abdou Hamani
- Miriam Morin
- Robert Nicolai
- Jane Petring
- Arlene Spurlock
- Nicole Tersis
- Jennifer J. Yanco
- Daniel Zimmerman

SONGHAI/ZARMA (continued)

8. EVALUATIONS

Reviewer/s Jane Petring

A. Learning Materials

I. Identification of materials:
1. Cours de Zarma pour le Niger, Bellema.
2, Essai de methode pratifque pour l'etude de la langue Songoi., Dupuis.

II. General Description:	1	2
a) Level	Beg	Beg
b) Dependency	Dep	Ind
c) Methodology	AL	GT
d) Number of Pages	-	210
e) Printing Quality	Fa	Gd
f) Linguistic Coverage	N	Y
g) Ranking	Fa	Fa
III. Indication of:	**1**	**2**
a) Tone Marking	N	Y
b) Dialect Choice	N	Y
c) Author background	Y	-
IV. Chapter design:	**1**	**2**
a) Dialogs	Med	5%
b) Notes on Dialogs	Low	5
c) Readings	Low	50
d) Grammar Drills	Med	-
e) Grammar Notes	Med	-
f) Vocabulary	Hi	25
g) Tests	Low	0
h) Illustrations	0	0
i) Communication Act.	Hi	0
j) Other	-	
V. Representativeness of Cultural Situations	**1**	**2**
	N	Y

VI. Overall Evaluation:
While #2 is supperior to #1, a good introductory text is still needed.

VII. Notes and Comments:
1. This text could use some serious rewriting.
2. The text includes a brief outline of the orthography used and the phonology of Songhay followed by 25 lessons which introduce vocabulary and grammatical constructions of increasing difficulty. The second part is a long story (33 pages): The Legend of Dinga. Part three is a Songhay-French Glossary (with examples) of approximately 2000 entries.

B. Descriptive Materials:
I. Identification of materials:
1. De l'oralite a l'ecriture, Hamani.

SONGHAI/ZARMA (continued)

II. General Description:	1
a) Level	Int
b) Adequacy as Descr.	*H
c) Suitability for Ref.	*H
d) Number of Pages	82
e) Printing Quality	Gd
f) Ranking	*H
III. Adequacy of:	1
a) Phonology analysis	*H
b) Tone analysis	*H
c) Morphology analysis	*H
d) Syntax analysis	-
e) Explanations clear	Us
IV. Indication of:	1
a) Dialect Choice	-
b) Author background	Y
c) Examples given	Y
d) Examples translated	Y

V. Overall Evaluation:

Given that there is no readily available reference grammar, this item is one that is helpful.

C. Dictionaries

I. Identification of dictionaries:

1. Songoi-Francais; Service D'Alphabetization.
2. Lexique Soney-Francais (Parler Kaado du Gorouol), Diecroz.
3. Vocabulaire actif pour l'enseignment experimental en Zarma, Hamani.

II. General Description:	1	2	3
a) Level	B/I	Beg	Int
b) Intended Use	Ref	Ref	Ref
c) Number of Entries	25C	23C	8C
d) Parts of Speech	N	Y	N
e) Printing quality	Gd	Gd	Gd
f) Ranking	Fa	Gd	Fa
III. Use of:	1	2	3
a) Examples	N	N	N
b) Translations	N	N	N
IV. Indication of:	1	2	3
a) Tone Marking	N	Y	N
b) Dialect Choice	-	-	-
c) Author background	Y	Y	Y

V. Overall Evaluation:

A good reference dictionary is needed.

SONGHAI/ZARMA (continued)

VI. Notes and Comments:

1. Lexical items are gaiven in both Songhai and Zarma with single-word definitions in French. Parts of speech, examples of usage are not given. Most, but not all, contemporary orthographic conventions are respected.
2. The lexicon is preceded by an outline of Songhai phonology and a brief description of the grammar. The annex includes lists of vocabulary of: birds, fish, plants and vegetables.
3. The lexicon is probably more useful to teachers than to students as it lists words that been newly coined (letter, consonant, vowels, etc) in Zarma so as to accomodate the experimental schools and literacy programs. The book also strives to serve as a model for accepted orthography.

D. Reading Materials:

I. Identification of materials:

1. Faajikaaray, INDRAP.
2. Textes Songhai, Laya.
3. L'essence du verb, Hama.
4. En suivant le calebassier, Tersis.
5. Les gow ou chasseurs du Niger, Depuis.
6. Tradition historiques de l'anzuru, Layya.
7. Traditions orales historique des goles, Layya.

II. General Description:	1	2	3	4	5	6	7
a) Level	Beg	Int	Int	Int	I/A	Int	Int
b) Organization	Voc	Sub	Sub	Sub	Sub	Sub	Sub
c) Annotations (Y/N)	N	N	N	N	N	N	N
d) Number of Pages	152	108	243	172	303	53	147
e) Printing Quality	Gd	Gd	Gd	-	Gd	Gd	Fr.
f) Ranking	Gd	Gd	Gd	Ex	Gd	G/F	G/F

III. Indication of:	1	2	3	4	5	6	7
a) Tone marking	N	N	N	Yes	N	N	N
b) Dialect Choice	-	-	-	-	-	-	-
c) Author background	Y	Y	Y	Y	Y	Y	Y

IV. Overall Evaluation:

No additional comments.

V. Notes and Comments:

1. This reader was created for use in the experimental primary schools where instruction is in Zarma for the first two years. It is a collection of folktales which have been simplified to reduce all the repetition of the oral tradition thus making the stories more concise and readable. The orthography reflects the current conventions.
2. Despite spelling, probably same author as 6 and 7.
3. This reader is actually a collection of proverbs, anecdotes and jokes, and simple stories. The language is quite clear and selections are very short.
4. This readaer is a collection of six traditional Zarma stories written in French and Zarma on facing pages. All tones are marked with an explanation of the phonology. Most (but not all) conventions of orthography used by the Literacy Service are respected. Illustrations are included.

5. As the book is old, current orthography for Zarma is not respected. However, the system used is quite easily decoded. This contains a collection of legends written in verse form with French and Zarma on facing pages.
6. This text relates the traditions of the Anzuru, one of the most conservative Songhai regions. The textg is written in French and Songhai (facing pages). At the end of the text are a few vocabulary and cultureal notes followed by an index of the proper names used, the various groups, regions and localities.
7. The entire reader is the story of the Goles, ancestors of the Zarma, the language is quite clear, written in prose rather than verse. Annotations and explanations are limited.

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SONINKE C-23

1 CLASSIFICATION

Soninke belongs to the Northern Branch of Mande. It is spoken from the intersection of northeast Senegal, south central Mauritania, and west/southwest Mali, to a line running east roughly along the Mali-Mauritanian border. It is also spoken in parts of The Gambia, Guinea Bissau, and Niger.

2 NUMBER OF SPEAKERS

Voegelin and Voegelin (1977) estimate the total number of Soninke speakers at 457,000. Platiel (1978) gives a figure of 520,000.

3 USAGE

Soninke is a national language of Senegal. Most Soninke speakers also know Bambara.

4 DIALECT SURVEY

No dialect survey of Soninke has come to our attention.

5 ORTHOGRAPHY STATUS

Soninke has an orthography standardized by Senegalese government decree in 1975 (see Bibliography), but these conventions have not been accepted in other areas where Soninke is spoken.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materaials appears to be sufficient for Soninke.

7.RESOURCES

A. Institutional Resources
    *Indiana University

B. Individual Resources

Charles Bird	Suzanne Platiel
Manthia Diawara	Mamadou Soumare
Martha Kendall	Yero Sylla

8. EVALUATIONS

The evaluations of the Soninke materials were not received in time to be included in this volume.

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1933 *La Langue des Bozo, Population de Pecheures du Niger*. Paris: Librairie Larose. Pp. 139.
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SOTHO/TSWANA A-17

1 CLASSIFICATION AND WHERE SPOKEN

For the purpose of this discussion, this language group encompasses three seperate languages Tswana or Setswana (S31) spoken in Botswana, South Africa, and neighboring areas of Zimbabwe. Northern Sotho (S32), also known as Pedi or Transvaal Sotho is spoken in northeastern South Africa (Transvaal); and Southern Sotho (also known as Sotho proper), spoken farther to the south, is the predominant language of Lesotho.

2 NUMBER OF SPEAKERS

The following figures have been reported.

	Voegelin	WTPR	Alexandre	Bastin
Tswana	852,000	3,083,000	-	-
N. Sotho	800,000	1,800,000	-	800,000
S. Sotho	3,000,000	1,217,000	-	3,000,000
Total	4,652,000	5,333,000	4,000,000	3,800,000

3 USAGE

Tswana is, according to Heine (1970); "next to English the official language of Botswana." In 1985, these languages became mandatory subjects in South African junior and secondary schools. Botswana publishes a daily newspaper, Dikgang Tsa Gompieno, and a monthly newspaper, Kutlwana, in Tswana. The South African Broadcasting Company broadcasts radio and television programs in Tswana and Sotho. Radio Botswana also broadcasts in Sotho.

4 DIALECT SURVEY

Northern Sotho, Southern Sotho, and (Se-)Tswana are three separate languages.

5 ORTHOGRAPHY STATUS

There is a separate standardized orthography for each language.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Three separate sets of learning materials are required for the teaching of the languages under this heading.

SOTHO/TSWANA (Continued)

7 RESOURCES

A. Institutional Resources

*Baptist Mission in Bothuthatswana
*Baptist Publication
*Indiana University
*Institute for Intl' Christian Research
*Institute for Research into Language and Arts, Pretoria
*Johannesburg College of Education
Rand University
*Rhodes University
*Stanford University
University of Capetown
University of the North, Transvaal
*University of Orange Free State
*University of Port Elizabeth
University of Potchefstroom
*University of Pretoria
University of South Africa, Pretoria
*University of Stellenbosch
University of Stockholm
University of Transkei
*University of Wisconsin at Madison
*University of Witwatersrand
University of Zululand
U.S. Peace Corps, Lesotho
University of South Africa, Pretoria

B. Individual Resources

A.A. Abalaj, N. Sotho
M.C. Bill, Sotho
Ken Cage, S. Sotho
S. Chaphole, Sotho
Katherine Demuth, S. Sotho
Benjamin du Plessis, N. Sotho
J.A. du Plessis, N. Sotho
J.A. du Plessis, Tswana
C. F. Emslie, S.Sotho
J.G. Gildenhuys, S.Sotho
D. Gowlett, Sotho
P.S. Groenewald, N. Sotho
Wilfred Haacke, Sotho
Tore Janson, Sotho
E. Jordaan, N. Sotho
T.B. Khoali, Sotho
J.H.M. Kock, N. Sotho
C.J.H. Kruger, Tswana
W.F. Kuse
J.M. Lenake, Sotho
L.J. Louwrens, N. Sotho
N.P. Maake, Sotho
Jane K. Maeco, Tswana
S.A. Makopo, N. Sotho
J.P. Maripane, N. Sotho
I.M. Moephuli, S. Sotho
J.J. Moiloa, Sotho
E.S. Moloto, Tswana
Naledi Mothibatsela
Stan Nussbaum, Sotho
David Odden, Sotho, Tswana
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Dr. Justus Roux, Sotho
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Robert R.K. Scully, N. Sotho
Sandy Sharp, Sotho
Donalk K. Smith,
C. Swanepoel, Sotho
J.W. Synman, Tswana
E.B. Van Wyk, N. Sotho
Wolfgang Zimmerman, N. Sotho

SOTHO/TSWANA (continued)

8. EVALUATIONS

Reviewer/s:Katherine Demuth

A. Learning Materials

I. Identification of materials:

1. Lumko Course in Southern Sotho, O'Riordan and Coffey.
2. Basic Sesotho - An Oral Approach, Demuth and Sekhesa.
3. Everyday Sesotho Grammar, Sharpe.
4. First Steps in Spoken Setswana, Catholic Missionaries.
5. Bua Setwana, Seaborn.

II. General Description:	1	2	3	4	5
a) Level	Beg	Beg	Beg	Beg	Beg
b) Dependency	Ind	Ind	Ind	Ind	Ind
c) Methodology					-
d) Number of Pages	-				-
e) Printing Quality	Gd	Ex	Ex	Gd	Gd
f) Linguistic Coverage	Y	Y	Y	N	+/-
g) Ranking	Gd	Gd	Fa	Fa	Gd
III. Indication of:	1	2	3	4	5
a) Tone Marking	Y	*N	Y	N	N
b) Dialect Choice	Gd	Y	Y	Y	Gd
c) Author background	N	Y	N	N	N
IV. Chapter design:	1	2	3	4	5
a) Dialogs	0	10	20	10	55
b) Notes on Dialogs	0	5	5	5	5
c) Readings	0	10	20	0	0
d) Grammar Drills	90	25	20	35	15
e) Grammar Notes	5	10	10	5	5
f) Vocabulary	0	20	20	10	5
g) Tests/Review	5	5	10	15	0
h) Illustrations	0	10	0		5
i) Communication Act.	0	5	0		10
V. Representativeness of Cultural Situations	1 Y	2 Y	3 Y	4 Y	5 Y

VI. Overall Evaluation:

Only #1 covers enough ground to constitute a full first year course for Sesotho, while #5 is recommended for Setswana.

VII. Notes and Comments:

1. Sequencing based primarily on grammar. Well planned and appropriate cultural situations.
2. Tapes available. Only a one semester course. Tones are marked only when contrastive.
3. More of a reference grammar than a basic text.
4. Designed for a two week session in a language laboratory.
5. A ten week introduction to speaking Setswana. Well planned, appropriate choice of dialect.

SOTHO/TSWANA (continued)

B. Descriptive Materials:

1. *Textbook of Southern Sotho Grammar*, Doke and MKofokeng.
2. *An Outline Structure of Southern Sotho*, Guma.
3. *An Introduction to Tswana Grammar*, Cole.
4. *The Comparative Phonetics of the Suto-Chuana Group of Bantu Languages*, Tucker.

I. Identification of materials:

II. General Description:	1	2	3	4
a) Level	I/A	B/I	I/A	A
b) Adequacy as Descr.	Gd	Pr	Gd	Y
c) Suitability for Ref.	Gd	Pr	Gd	Y
d) Number of Pages	491	253	473	142
e) Printing Quality	Ex	Ex	Ex	Ex
f) Ranking	Gd	Pr	Pr	Ex

III. Adequacy of:	1	2	3	4
a) Phonology analysis	Y	Y	Y	Y
b) Tone analysis	N	Y	N	N
c) Morphology analysis	Y	Y	Y	N
d) Syntax analysis	Y	N	Y	Y
e) Explanations clear	Y	Y	Y	Y

IV. Indication of:	1	2	3	4
a) Dialect Choice	-	-	-	Y
b) Author background	N	N	N	Y
c) Examples given	Y	Y	Y	Y
d) Examples translated	Y	Y	Y	Y

V. Overall Evaluation:

The first entry is the most highly ranked. For Tswana, #3 is ranked as good. For a good introduction to the phonology (except tone) #5 is recommended.

C. Dictionaries

I. Identification of dictionaries:

1. *Sesuto English Dictionary*, Mabille and Dieterlin.
2. *Southern Sotho-English Dictionary*, Paroz.
3. *English-Sotho/Sotho-English Pocket Dictionary*, Christetter.
4. *English-Southern Sotho Dictionary*, Hamel.
5. *Setswana Dictionary*, Brown.

II. General Description:	1	2	3	4	5
a) Level	B/I	I/A	Beg	All	Beg
b) Intended Use	Ref	Ref	Ref	Ref	Ref
c) Number of Entries	20K	13K	8K	23K	23K
d) Parts of Speech	Y	Y	N	Y	Y
e) Printing quality	Ex	Ex	Ex	Fa	Gd
f) Ranking	Gd	Ex	Fa	Fa	Fa

III. Use of:	1	2	3	4	5
a) Examples	Occ	Y	N	N	Occ
b) Translations	Y	Y	N	N	Y
c) Explanations Clear	Us	Y	Us	No	Us

SOTHO/TSWANA (continued)

IV. Indication of:	1	2	3	4	5
a) Tone Marking	N	N	N	N	N
b) Dialect Choice	-	-	-	-	-
c) Author background	N	N	N	N	N

V. Overall Evaluation:

Only #2 is ranked as excellent. For the English Southern Sotho, #4 is available, while for Tswana, only #5 is available.

VI. Notes and Comments:

1. Nouns listed under singular form; verbs include some, but not all derivations.
2. This is a revised version of #1. ouns are listed according to root, with prefixes listed after. Verbs are listed in basic radical form, with verbal and nominal derivations included under the basic forms.
3. As a pocket dictionary for the beginner, it may be of some use.
4. The most comprehensive English-Sesotho dictionary available.
5. Many common lexical items not included. Lots of redundancy (i.e., both singular and plural of same noun have separate entries. Outdated orthography.

D. Reading Materials:

I. Identification of materials:

No reading materials were available for review.

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Author ?
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X. Tswana Readers

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1916 *A Sechuana Reader*. London: University of London. Pp. 45.

X. Tswana Other

Janson, Tore.
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1972 *Botswana Notes and Records, The ancestor of Twsana grammars*.

SUKUMA/NYAMWEZI B-26

1 CLASSIFICATION AND WHERE SPOKEN

Sukuma and Nyamwezi, spoken in western Tanzania, form a dialect continuum. Accordingly, they are placed in the Sukuma-Nyamwezi Group of Bantu (Guthrie F20).

2 NUMBER OF SPEAKERS

Alexandre (1981) notes 1.6 million speakers, while Voegelin and Voegelin (1977) break this down to 890,000 Sukuma and 365,000 Nyamwezi speakers.

3 USAGE

The Sukuma-Nyamwezi cluster constitutes regional languages in Tanzania. At least one major newspaper, Lumuli, is published in this language (Sukuma dialect) in Tanzania.

4 DIALECT SURVEY

No detailed dialect survey work has been done for Sukuma-Nyamwezi.

5 ORTHOGRAPHY STATUS

A standardized orthography exists for both.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Scheven (personal communication, 1984) states that Sukuma and Nyamwezi have been taught separately and that two sets of teaching materials would be needed, despite the mutual intelligibility of these dialects.

7 RESOURCES

A. Institutional Resources
    Maryknoll Fathers

B. Individual Resources
    A. Scheven
    Kuli Kahigi

8. EVALUATIONS

Reviewer: Albert Scheven and Kulikoyela Kahigi

A. Learning Materials:
I. Identification of materials:
   1. Koenen, New Kisukuma Grammar, 1965 (mimeo)
   2. Maryknoll Fathers, Sukuma Lessons, Vol. I & II, 1968?

SUKUMA/NYAMWEZI (continued)

II. Printing:	1	2
a) Quality	G	G
b) Number of Pages	123	--

III. Dialect:	1	2
a) Indicated	N	N
b) Justified	--	--
c) Acceptable	--	--

IV. Orthography:	1	2
a) Uses standard	Y	Y
b) Tone Marked	N	N

V. General Description:	1	2
a) Level	B,I	B,I
b) Dependency	D	D
c) Methodology	Gr	--
d) Adaptability	--	--
e) Overall ranking	G	F

VI. Organization:	1	2
a) Basis	--	--
b) Quality	G	F

VII. Grammar Analysis:	1	2
a) Adequacy	--	--
b) Thoroughness	--	--

VIII. Cultural Situations:	1	2
a) Representative	Pa	Pa
b) Sufficient	N	N

IX. Chapter design:	1	2
a) Dialogs		
b) Notes on Dialogs		
c) Readings		
d) Grammar Drills	5	--
e) Grammar Notes	40	--
f) Vocabulary	35	--
g) Tests		
h) Illustrations	15	--
i) Communication Act.		
j) Learning suggestions		
k) Other (exercises)	5	--

X. Notes and Comments:

Both books have one crucial flaw: tone and length, two important aspects of Sukuma phonology, are not indicated. However, Koenen's book is superior to Sukuma Lessons in terms of organization, private study and class study.

B. Descriptive Materials:

I. Identification of materials:

1. Koenen, New Kisukuma Grammar, 1965 (mimeo)
2. White Fathers, Musoma (Tanzania), Sukuma Lessons, 1968?
3. Richardson, The Role of Tone in the Structure of Sukuma, 1959

II. Printing:	1	2	3
a) Quality	G	F	G
b) Number of Pages	123	--	124

SUKUMA/NYAMWEZI (continued)

III. Dialect:	1	2	3
a) Indicated	--	--	Y
b) Justified	--	--	--
c) Acceptable	--	--	--

IV. Orthography:	1	2	3
a) Uses standard	Y	Y	N
b) Tone Marked	N	N	Y

V. General Description:	1	2	3
a) Level	B,I	B,I	A
b) Reference or Tech.	R	R	T
c) Overall ranking	G	F	G

VI. Organization:	1	2	3
a) Basis	--	--	--
b) Quality	G	F	G

VII. Presentation:	1	2	3
a) Thoroughness	--	--	--
b) Adequate for Ref.	Y	Y	F
c) Adequate as Tech.	N	N	Y
d) Examples given	Y	Y	Y
e) And translated	Y	Y	Y
f) Explanations clear	Y	Y	Y

VIII. Grammar Analysis:	1	2	3
a) Phonology	N	N	NA
b) Tone	N	N	Y
c) Morphology	Y	Y	NA
d) Syntax	Y	Y	NA

IX. Notes and Comments:

3. From a linguistic point of view, this is an excellent book. However, it is useless to learners/teachers who are not conversant with the technical approach to tone used in the book. It goes together with "A Vocabulary of Sukuma" (by Richardson; edited by M. Mann - see under Dictionaries).

C. Dictionaries

I. Identification of dictionaries:

1. Fr. E. Kuypers, Dictionnaire Kisukuma-Francais, Francais-Kisukuma (Transcribed from Kuypers' notes by A. Scheven - Typed with handwritten notes added), 1935-45
2. Maryknoll Fathers, Kisukuma-English Dictionary, 1955
3. Richardson, "A Vocabulary of Sukuma", ed. by M. Mann, 1966

II. Printing:	1	2	3
a) Quality	NA	G	G
b) Number of Pages	--	185	79

III. Dialect:	1	2	3
a) Indicated	--	--	Y
b) Justified	--	--	--
c) Acceptable	--	--	Y

IV. Orthography:	1	2	3
a) Uses standard	--	--	N
b) Tone Marked	--	--	Y
c) Pronuncations Given	--	--	Y
d) Pron. Accurate	--	--	Y

SUKUMA/NYAMWEZI (continued)

V. General Description:	1	2	3
a) Level	--	BIA	BIA
b) Intended Use			
c) Use as student dict.	--	C	C
d) Overall ranking	G	G	G

VI. Entries:	1	2	3
a) Number of entries	--	6.5K	3.5K
b) Parts of speech	--	Y	Y
c) Examples given	--	Y	N
d) And translated	--	Y	NA
e) Explanations clear	--	Y	Y

VII. Notes and Comments:

1. The Kuypers' dictionary is in two volumes; vol. I has 252 letter-size pages, and vol. II has 262 pages. The only copy available(?) is in Albert Scheven's library, 505 W. John Street, Champaign, Illinois 61820, U.S.A.
2. The Kisukuma-English dictionary was translated from Kuypers' original French by Maryknoll Fathers, Musoma, Tanzania.
3. Richardson's vocabulary was published in African Language Studies, Vol. VII, 1966, pp. 1-79. It is based on an accurate phonological and morphological analysis of the language. Tones and length are indicated, and the meanings are clear.

D. Reading Materials:

I. Identification of materials:

1. Fr. Cotter (compiler), Kisukuma Proverbs, 1960
2. Other reading material can be obtained from back issues of Lumuli.

II. Printing:	1
a) Quality	G
b) Number of Pages	145

III. Dialect:	1
a) Indicated	Y
b) Justified	--
c) Acceptable	Y

IV. Orthography:	1
a) Uses standard	Y
b) Tone Marked	N

V. General Description:	1
a) Level	BIA
b) Intended as reader	
c) Use as reader	--
d) Overall ranking	G

VI. Organization:	1
a) Basis	--
b) Quality	--

SUKUMA/NYAMWEZI (continued)

VII. Annotations: 1
a) Given --
b) Helpful --
c) Proverbs translated Y

Notes:
All proverbs are translated into English, and their meanings short and snappy. Useful for the understanding of customa and tabus.

9. BIBLIOGRAPHY

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Maryknoll Language School.
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Richardson, I., and W.M. Mann.
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B. Dictionaries

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C. Descriptions

Cotter, Leo.
n.d. Sukuma Sayings. Nairobi: Beezee Secretarial Service.
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1965 New Kisukuma grammar of the Diocese of Mwanza. Mwanza. Pp. 123.

E. Other

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SUPPIRE/MINIANKA C-24

1 CLASSIFICATION

Suppire/Minianka, spoken in southeastern Mali, belongs to the Northern Senufo subgroup of Gur Voltaic.

2 NUMBER OF SPEAKERS

Glaze (1981) notes 300,000 speakers of Suppire, while Voegelin and Voegelin (1977) estimate 350,000.

3 USAGE

Suppire is an important regional language in Mali.

4 DIALECT SURVEY

Suppire and Minianka are, according to Voegelin and Voegelin (1977), mutually ingelligible dialects. Further survey work is being conducted (1983) near Sikasso by Robert Carlson of the S.I.L.

5 ORTHOGRAPHY STATUS

All we have learned about the orthographic status of these languages is that the Senufo languages in Ivory Coast use the official orthography developed for all languages in that country.

6 SETS OF LANGUAGE LEARNING MATERIALS RECOMMENDED

One set of materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources
   *Summer Institute of Linguistics, England

B. Individual Resources
   Robert Carlson

8 EVALUATIONS

No materials were available for evaluation.

9 BIBLIOGRAPHY

No materials for the study of Suppire have come to our attention.

SUSU C-25

1 CLASSIFICATION AND WHERE SPOKEN

Susu is a northern Mande language spoken in Guinea, Sierra Leone, and Mali.

2 NUMBER OF SPEAKERS

Grimes (1976) reports 86,500 speakers in northern Sierra Leone and 453,000 in southern Guinea. Platiel (1978) gives a total of 505,000 Susu speakers and 113,000 Yalunka speakers. Voegelin and Voegelin (1977) give a combined total of 392,000 , and Houis (1981) reports 550,000.

3 USAGE

Susu is an important regional language of northern Sierra Leone and eastern Guinea.

4 DIALECT SURVEY

Although no thorough dialect surveys of Susu have come to our attention, Voegelin and Voegelin (1977) report that the two dialects are virtually indistinguishable.

5 ORTHOGRAPHY STATUS

No information concerning the orthographic status of Susu has come to our attention.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials should be sufficient.

7 RESOURCES

A. Institutional Resources
- *Indiana University
- *Langues et Civilisations a Tradition Oral (CNRS)

B. Individual Resources

Emmanuel Faber	Judy Leidy
C. Magbailey File	Linda Waugh

8. EVALUATIONS

Reviewer David Dwyer.

A. Learning Materials

I. Identification of materials:

1. Lehrbuch des Susu. Freidlander, Marianne,
1. Susu Intermediate Course. Sangster, L.
3. Susu Basic Course. Sangster and Faber.

SUSU (continued)

II. General Description:	1	2	3
a) Level	B	I	B
b) Dependency	I	I	I
c) Methodology	GT	AL	AL
d) Number of Pages	168	242	408
e) Printing Quality	E	G	G
f) Linguistic Coverage	E	E	E

III. Indication of:	1	2	3
a) Tone Marking	Y	_	NR
b) Dialect Choice	Y	_	NR
c) Author background	N	_	NR

IV. Chapter design:	1	2	3
a) Dialogs	0	_	NR
b) Notes on Dialogs	0	_	NR
c) Readings	11	_	NR
d) Grammar Notes	60	_	NR
e) Vocabulary	13	_	NR
f) Drills	60	_	NR
g) Illustrations	00	_	NR
h) Communication Act.	00	_	NR
i) Other	_	_	_

V. Representativeness of Cultural Situations	1	2	3
	P	_	NR

VI. Overall Evaluation:

Friedlander (#1) is better suited as a reference grammar. This leaves #2 and #3 as the only available instructional materials.

VII. Notes and Comments:

1. Tonal analysis is incomplete. Grammatical coverage esentially limited to noncomplex sentences. More examples would be helpful. Dictionary in back.

3. This book is unavailable for review.

B. Descriptive Materials

I. Identification of materials:

1. A grammar of the Susoo language.... Brunton, H.
2. Form, function and distribution of the definite nominal suffix in yalunka. Harrigan, W.N.
3. Etude descriptive de la langue susu. Houis, Maurice,
4. Yalunka (language notes). Leidy, J. et al.

II. General Description:	1	2	3	4
a) Level	NR	TCH	TCH	TCH
b) Adequacy as Descr.	NR	Y	Y	NR
c) Suitability for Ref.	NR	N	Y	NR
d) Number of Pages	NR	5	177	NR
e) Printing Quality	NR	E	E	NR

III. Adequacy of:	1	2	3	4
a) Phonology analysis	NR	--	E	NR
b) Tone analysis	NR	--	E	NR
c) Morphology analysis	NR	E	E	NR
d) Syntax analysis	NR	--	G	NR
e) Explanations clear	NR	Y	Y	NR

SUSU (continued)

IV. Indication of:	1	2	3	4
a) Dialect Choice	NR	N	N	NR
b) Author background	NR	N	N	NR
c) Examples given	NR	Y	Y	NR
d) Examples translated	NR	Y	Y	NR

V. Overall Evaluation:

1. The only suitable reference grammar is #3, although here, the terminology is technical. The Brunton (#1) is out of date, #2 is limited to a discussion of the definite article and #4 is unavailable for review.

VI. Notes and Comments:

1. Not available for review.
2. Descriptive work dealing with the definite article.
3. Solid analysis, but limited to noncomplex sentences and the vocabulary limited to about 300 items.
4. Not available for review.

C. Dictionaries

I. Identification of dictionaries:

1. Grammaire et dictionnaire francais-soussou et soussou-francais. Lacan, Ph.,
2. Lehrbuch des Susu (pp 145-168). Freidlander, Marianne,

II. General Description:	1	2
a) Level	NR	B
b) Intended Use	NR	St
c) Number of Entries	NR	1.5K
d) Parts of Speech	NR	N
e) Printing quality	NR	E

III. Use of:	1	2
a) Examples	NR	R
b) Translations	NR	R

IV. Indication of	1	2
a) Tone Marking	NR	Y
b) Dialect Choice	NR	Y
c) Author background	NR	N

V. Overall Evaluation:

Friedlander, though available, is not really intended as a student reference dictionary. The Lacan (#2) was unavailable for review.

VI. Notes and Comments

1. Not available for review.
2. Tonal analysis is incomplete. Rarely uses examples, and can only be understood to be a minimal first year end-of-textbook dictionary.

9. BIBLIOGRAPHY

A. Learning Materials

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Sangster, Linda, and Emmanuel Faber.
1968 Susu Basic Course. Bloomington: Intensive Language Training Center, Indiana University. Pp. 408.

B. Dictionaries

Lacan, Ph.
1942 Grammaire et dictionnaire francais-soussou et soussou-, francais. Paris: Librairie d'Amerique et d'Orient. Pp. 399.
Raimbault, J. B.
1923 Dictionnaire Francais-Soso et Soso-Francais. Rom (Neuaufl.).

C. Descriptions

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Leidy, J., and others.
1967 Yalunka (language notes). Freetown: Peace Corps.

D. Readers

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1887 A reading book in the Soso Language. London 1887.
Traore, I.
1947 Trois contes Sosso. In Etudes Guineennes. Institut Francais d'Afrique Noire. Conakry.

SWAHILI A-18

1 CLASSIFICATION AND WHERE SPOKEN

Swahili, of the Swahili subgroup of Coastal Bantu (Guthrie G42), is a major language spoken in many dialect forms throughout East Africa. It is spoken primarily in the Sahil (costal) region of East Africa, from northern Mozambique (including the Comoroes), throughout Tanzania and Kenya and north to mid-Somalia.

2 NUMBER OF SPEAKERS

WBTR (1982) reports about thirty million Swahili speakers, while Heine (1970) states: "It may be assumed today that 20 to 25 million have mastered Swahili more or less well."

3 USAGE

Swahili is the official language of Tanzania and an official language in Zaire and Kenya. It is a language of instruction in Tanzania and is used extensively in East Africa as a trade language or as a lingua franca. Swahili is heard on radio broadcasts of La Voix de la Revolution (Burundi), Voice of America (Liberia), Federal Radio Corporation (Nigeria), Deutsche Welle Relay Station Africa (Rwanda), Radio-diffusion de la Republique Rwandaise, external broadcasts from the South African Broadcasting Company, on Swaziland Broadcasting Service, Radio Tanzania's internal broadcasts and broadcasts to Zanzibar, La Voix du Zaire and Radio Candip (Zaire's educational broadcast service). Swahili periodicals include, in Kenya, Taifa Leo (daily), Chemsha Bongo (weekly), Afrika ya Kesho (monthly), and well as various trade and religious papers. In Tanzania there are two dailies, Kipanga and Uhuru, as well as numerous other periodicals. Literature in Swahili is extensive.

4 DIALECT SURVEY

Since is a standard (literary) form of Swahili, only one set of teaching materials will be sufficient. Nonetheless, there are many dialectal variants of Swahili (see Heine, 1980, for more details).

5 ORTHOGRAPHIC STATUS

Swahili has a standardized orthography, although there are slight variations among countries.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of learning materials is sufficient for Swahili.

7 RESOURCES

A. Institutional Resources
*Alfred University
*Allegheny College
*Baptist Language School, Kenya
*Boston University
*Bloomfield College
*California State University at Chico
*Brandeis University
*California State University at Fresno
*California State University at Northridge
*California State University at Sacramento
*California State University at San Jose
*Cambridge University
*Central College
*Cheyney State College
*City University of New York
*City University of New York, Herbert H. Lehman College
Richmond College
*Colby College
York College
*Columbia University
*Contra Coasta College
*Cuyahoga Commuinity College
*Depauw University
*Duke University
*Duquesne University
*ELCT Language and Orientation School
*East Carolina University
*Eastern Washington State College
*University of Giessen
*Fordham University
*Foreign Service Institute
*Friends World College
*Grace Mission Inc.
*Grambling State University
*Harvard University
*Hebrew University
*Howard University
*Indiana University
*Institute of Kiswahili Research
*Instituto Universitario Orientale, Naples
*Iowa State College
*Kalamazoo College
*Kent State University
*Koninklyk Institut v.d. Tropen
*Langues et civilisations a tradition oral (CNRS)
*Lincoln University
*Lock Haven State College
*Lutheran Theological College
*Marquette University
*McGill University

SWAHILI (Continued)

*Mercyhurst College
*Metropolitan State College
*Michigan State University
*Missionaries of Africa
*Morehouse College
*New Mexico Highland University
*New York University
*Northeastern University
*Northwestern University
*Oakland University
*Oberlin College
*Ohio State University
*Ohio University
*Pasadena City College
*Pennsylvania State University, University Park
*Phillips-Universitat Marburg, Ableitung Afrikanistik
*Pomona College
*Portland Community College
*Portland State University
*Ramapo College of New Jersey
Regent's College (London)
*Rijksuniversiteit te Leiden
*Roosevelt University
*Rutgers University at Newark
*Rutgers University at New Brunswick
*SUNY, Albany
*SUNY, Binghamton
*SUNY, Buffalo
*SUNY, College at Genesee
*SUNY, College at New Platz
*SUNY, College at Utica/Rome
*Sacramento City College
*School for International Training
*Schweitzerish Afrika Gesellshaft
*Scripps College
*Slippery Rock State College
*Societe suisse d'Etudes African
*Southern Illinois University
*St. John's University
*St. Lawrence University
*St. Peter's College
*Stanford University
*Syracuse University
*University of Aalbourg, Denmark
Utica College
*University of Bern (Dozentur fur Afrikanistik)
*University of California at Berkley
*University of California at Los Angeles
*University of Cape Coast
*University of Cincinnati
*University of Cologne (Inst. fur Afrikanistik)
*University of Colorado
*University of Denver

SWAHILI (Continued)

*University of Florida
*University of Georgia
*University of Houston
*University of Illinois at Chicago Circle
*University of Illinois at Urbana-Champaign
*University of London (SOAS)
*University of Marburg, Cologne
*University of Maryland at Baltimore County
*University of Maryland at College Park
*University of Michigan at Flint
*University of Minnesota
*University of New Mexico
*University of North Carolina at Chapel Hill
*University of Notre Dame
*University of Oslo
*University of Paris III (INALCO)
*University of Pittsburg
*University of Port Harcourt
*University of Sidney
*University of South Carolina at Columbia
*University of Stockholm
*University of Texas-Austin
*University of Toronto
*University of Uppsala
*University of Washington
*University of Wisconsin at Madison
*University of York
*Washington State University
*Wesleyan University
*West Virginia University
*Western Illinois University
*William Patterson College
*Worldwide Evangelization Crusade
*Wright State University
*Yale University
University of Hamburg
University of Vienna
Univeristy of Dar es Salaam
University of Delhi
University of Uppsala

B. Individual Resources

Torben Anderson
Mohammed Abdulaziz
Hassan Adam
Rachel Angogo
H. Akida
Peter Akim
A.A. Amidu
Berit G. I. Aspegren
M.A.A. Aziz
Sergio Baldi
May Balisidya
Herman Batibo
Elena Bertoncini
Eyamba Bokamba
James L Brain
G.M. Browne
Margaret A. Bryan
Ronald Butler
Patricia Lynn Carrell
Chacha Nyagotti Chacha
A.R. Chuwa
Anthony Clayton
Stanley L. Cushingham
Norbert Cyffer

SWAHILI (Continued)

Herman Bell
Victoria Bergvalle
Constance E. Berkeley
Ann Bierstacker
D.E. Dammann
James de Vere Allen
Ivan Dihoff
Gerrit J. Dimmendaal
Nicole Dominique
Carol Eastman
Christopher Ehret
Helen Erickson
Issak Issak Esmail
Helene R. Fuller
Susan Geiger
Olin Godare
Ernie Green
Marianne Gufstaffson
Hamida Harrison
Janette (Lyndon) Harres
Magdelena Hauner
Clifford Hill
Thomas J. Hinnebusch
Jean-Marie Hombert
Nancy Horn
John Indakwa
Peter Itebete
Matt Kaaya
Dr. Kakai
Mukash-Kalel
R.A. Kanyoro
D.W.L. Kapings
Elane Kaufman
J. Kelly
A.M. Khamisi
Kamal Khan
S.D. Kianga
Yared Magori Kihore
John K Kiimbila
Phyllis Kilbourn
C. Kisseberth
Jan Knappert
Elanah J. Kutik
Greta D. Little
Abdulazia Yusuf Lodhi
Clifford L. Lutton
David Macharia
J.S. Madumula
Clement Maganga
Wilfred Mamuya
Seth Mandel
Mr. D.W.L. Masoko
Dr. Marsare
Hassan Marshad
Gian Luigi Martini
David Massamba
Z. Massabo-Tumbo
Kohombo Mateene
J.E.M. Maw
Ali-Amin Mazrui
E.D. Mbogo
James W. Mbotela
P.M. Mbughuni
P.Q.R. Mbunda
A. McWilliam
J.S. Mdee
Y. Mganga
G.A. Mhina
Gudrun Miehe
Mary Mitchell
Masaoki Miyamoto
D. Mkude
S.A.K. Mlacha
Aiway Mmari
Mohamed A. Mohamed
Wilhelm Mohlig
Robert Owen Moore
Rupert Moser
L.P. Moshi
E.J. Mpogolo
Y.P. Msanjila
M.M. Mulokozi
J. Mungar
Muthoni Mwangi
H.J.M. Mwansoko
A.S. Nchimbi
Paul Ngarambe
Dominique Nicole
August Nimtz
Lourenco Noronha
Philip Noss
Derek Nurse
Arye Oded
R. Dr. Ohly
N.V. Okhotina
Apollo Okoth
Jacob Olpona
Howard Olson
Meshak Osiro
Alice Osodo
Aida T. O'Reilly
Asenath Otieno

SWAHILI (Continued)

Carolyn A Parker
Douglas Patterson
Russell G. Paulson
Charles Pike
Edgar Poleme
Robert F. Port
Phil Porter
Ronald Rassner
Karl Reynolds
Jack D. Rollins
Yunus I. Rubanza
Gabriel Ruhumbika
J.C. Russell
Sukari SaLone
Thilo Schaddeberg
Albert Scheven
Walter Schicho
Carol Scotton
Robert T.K. Scully
Philip A.S. Sedlak
T.S.Y. Sengo
Hassan Sisay
Earl W. Stevick
Hans Stirnam
Crispus Sultani
T.S.Y. Sungo
Canute W Temu
John Thiuri
Maddalena Toscano
T. Toweet
Z. Tumbo-Masabo
Marcel P. VanSpaandonck
Winfred Vass
Nino Vessella
Samuel Vinton
K.K. Virmani
Rainer Vossen
Frank Vuo
Damari Wakhungu
Wamukota Wambalaba
Don Woods
Siprian Yakobo
A. Zaborski
Sharifa Zawawi

8 EVALUATIONS

Reviewer: Kulikoyela Kahigi

A. Learning Materials:

I. Identification of materials:

1. Ashton, Swahili Grammar (Including Intonation), 1947
2. Haddon, Swahili Lessons, 1955
3. Natalis, La Langue Swahilie, 1960
4. Bennett, Swahili Today, 2nd ed., 1985
5. Hinnebusch & Mirza, Kiswahili, Msingi wa Kusema, Kusoma na Kuandika, 1979
6. Zawawi, Kiswahili kwa Kitendo, 1971
7. Stevick et al., Swahili Basic Course, 1963
8. Brauner & Bantu, Lehrbuch des Swahili, 1964
9. Herms, Gesprachbuch, Kitabu cha Mazungumzo Kijerumani- Kiswahili, 1975
10. Editions Evangeliques, English-Swahili Grammar, Nyankunde, Bunia, Zaire, 1972

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	E	E	E	E	E	E	E	E	E	E
b) Number of Pages	398	226	222	393	272	290	560	220	203	93
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified										
c) Acceptable	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Tone Marked*										
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	BIA	BI	BI	BIA	B	BI	B	B	B	B
b) Dependency	I	D	I	I	I	I	I	I	D	I
c) Methodology	IA	Tr	Gr	AL	AL	AL	AL	Gr	PEV	Gr
d) Adaptability										
e) Overall ranking	G	F	G	E	E/G	G	G	G	G	G
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Basis										
b) Quality										
VII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Adequacy										
b) Thoroughness										
VIII. Cultural Situations:	1	2	3	4	5	6	7	8	9	10
a) Representative					Y	Y		Y	Y	
b) Sufficient					Y	Y		Y	Y	
IX. Chapter design:	1	2	3	4	5	6	7	8	9	10
a) Dialogs			9		8	15	34			
b) Notes on Dialogs										
c) Readings					21	16		29		
d) Grammar Drills**	21	20	27	30	11	15	25	18		13
e) Grammar Notes	46	50	22	40	16	16	25	36	10	28
f) Vocabulary	10	10	10	6	20	15	15	15	45	24

g) Tests					4					
h) Illustrations					19	17				
i) Sentences & Phrases									45	17
j) Learning suggestions				5						
k) Other (Examples)	23	20	32	19						17

* = NA; IA = Idea Approach; PEV = Phrases, Expressions, and Vocabulary; ** = Drills and/or Exercises

X. Notes and Comments:

1. Ashton's book has been the most reliable grammar for a long time. In its forty eight chapters, it covers all the relevent (for the learner) aspects of Swahili intonation, morphology, and syntax. Most of its chapters contain (1) notes on the grammatical element being dealt with, (2) examples, (3) exercises, and (4) the relevant vocabulary. There is a key to exercises, a selection of dialogues, and a glossary.
2. Haddon's book contains a historical, geographical and grammatical introduction in addition to the forty three lessons which are organised on the basis of grammatical topics. Each lesson contains notes on the relevant grammatical topic followed by vocabulary section (if needed), and oral and written exercises. At least in one instance, the book teaches the wrong construction, e.g. Kisu ndipo hapa instead of Kisu kipo hapa (p. 42).
3. This book contains three parts: part 1 deals with the elements forming the Swahili sentence, part 2 is a classified vocabulary, and part 3 contains dialogs. Although the lessons in the book can be adapted by an instructor teaching Standard Swahili, the book would be more useful to people interested in the Swahili spoken in Zaire or Rwanda-Burundi.
4. This book has three parts: Lesson Units, Reference grammar, and Vocabularies. Each unit contains explanatory notes on the relevant topic, exercises, and homework. The reference section presents a complete, though elementary grammar of the language for beginning, intermediate, and even advanced students. Emphasis is on maximum grammar, minimum vocabulary; maximum drill, maximum feedback.
5. The book contains three parts: lesson units, additional readings, and a glossary. Each lesson contains a dialog, drill(s), a reading exercise, grammar notes, and the relevant vocabulary. The readings are meant to reflect the socio-cultural picture of East Africa.
6. The book contains (1) lessons, (2) readings, (3) summaries of grammar points, useful expressions, and a glossary. Each lesson is divided into four sections: dialog, drills, vocabulary, grammar notes. There is also an occasional quiz.
7. This FSI book has 150 units, each of which is divided into (1) dialog (with the relevant vocabulary), (2) grammar notes, and (3) a short exercise. The book also contains a glossary.
8. Brauner's and Bantu's book contains 18 lessons, some additional readings, and a glossary. Each lesson contains

some notes on the relevant topic, the relevant vocabulary, grammar drills, and brief texts followed by comprehension questions.

9. This work contains a grammatical sketch, useful expressions, sentences, and vocabulary, arranged according to topic.
10. This book presents a standard grammar of Zairean Swahili. Each of its lessons contains grammar notes, vocabulary, and exercises.

B. Descriptive Materials:

I. Identification of materials:

1. Tucker & Ashton, Swahili Phonetics, 1942
2. Ashton, Swahili Grammmar, 1947
3. Bennett, Swahili Today, 1984
4. Loogman, Swahili Grammmar and Syntax, 1965
5. Maw, Sentences in Swahili, 1969
6. Whiteley, Some Problems of Transivity in Swahili, 1968
7. Myachina, The Swahili Language. A Descriptive Grammar, 1981
8. Vitale, Swahili Syntax, 1981

II. Printing:	1	2	3	4	5	6	7	8
a) Quality	E	E	E	E	E	E	E	E
b) Number of Pages	50	398	393	436	142	110	86	214
III. Dialect:	1	2	3	4	5	6	7	8
a) Indicated	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified								
c) Acceptable	Y	Y	Y	Y	Y	Y	Y	Y
IV. Orthography:	1	2	3	4	5	6	7	8
a) Uses standard	Y	Y	Y	Y	Y	Y	Y	Y
b) Tone Marked								
V. General Description:	1	2	3	4	5	6	7	8
a) Level	AL	BIA	BIA	BI	AL	AL	IAL	L
b) Reference or Tech.	R&T	R	R	R	T	T	R&T	T
c) Overall ranking	E	G	E	G	E	E	G	G
VI. Organization:	1	2	3	4	5	6	7	8
a) Basis								
b) Quality								
VII. Presentation:	1	2	3	4	5	6	7	8
a) Thoroughness								
b) Adequate for Ref.	Y	Y	Y	Y	N	N	R	N
c) Adequate as Tech.	Y	F	F	F	Y	Y	Y	Y
d) Examples given	Y	Y	Y	Y	Y	Y	Y	Y
e) And translated	Y	Y	Y	Y	Y	Y	Y	Y
f) Explanations clear	Y	Y	Y	Y	Y	Y	Y	Y
VIII. Grammar Analysis:	1	2	3	4	5	6	7	8
a) Phonology	Y	F	F	F	NA	NA	Y	NA
b) Tone (NA)								
c) Morphology	NA	Y	Y	Y	NA	NA	Y	NA
d) Syntax	NA	F	F	F	Y	Y	Y	Y

AL = Advanced & Linguists

IX. Notes and Comments:

1. This is a more or less reliable statement of the phonetics of Swahili. It deals with the sounds of the language, intonation, vowel length, nasalization, and sound changes.
2. As a reference grammar, Ashton's book is very useful in regard to verbal and nominal morphology, and some aspects of the Swahili sentence.
3. The second part of this book (pp. 155-366) contains a good, concise reference grammar.
4. Loogman's book deals with Swahili morphology and syntax from a traditional point of view. The morphology part is concerned with the different parts of speech of Swahili, i.e. noun, qualifier, substitute, verb, adverb, preposition and conjunction, and their characteristics. The syntax part deals with the Swahili sentence in terms of its constituents.
5. This is a description of Swahili syntax in terms of the Hallidayian systemic framework. It describes the Swahili sentence in terms of its constituent clauses and groups.
6. This monograph explores the notion of transitivity in relation to Swahili.
7. This short grammar is a summary of Swahili phonetics, morphophonemics, morphology, and syntax.
8. This is a description of Swahili from the point of view of Joseph Emonds' structure-preserving hypothesis.

C. Dictionaries

I. Identification of dictionaries:

1. Johnson, A Standard Swahili-English Dictionary, 1939
2. ------- A Standard English-Swahili Dictionary, 1939
3. Sacleux, Dictionnaire Swahili-Francais, 1939
4. ------- Dictionnaire Francais-Swahili, 2nd. ed., 1959
5. Inst. of Kiswahili Research, Kamusi ya Kiswahili Sanifu, 1981
6. Hoffmann, Worterbuch Swahili-Deutsch, 1979
7. Brutel, Vocabulaire Francais-Kiswahili et Kiswahili-Francais, 4th ed., 1925
8. Union Miniere du Haut-Katanga, Langage Kiswahili, 1938
9. Natalis, Dictionnaire de Poche, Francais-Kiswahili, Kiswahili-Kifaransa 1961
10. Stopa & Garlicki, Kamusi ndogo ya Kiswahili-Kipolanda, Kipolanda-Kiswahili, 1966

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	E	E	E	E	E	E	E	E	E	E
b) Number of Pages	549	635	1114	755	325	402	470	92	285	126
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified										
c) Acceptable	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Tone Marked										
c) Pron. given			Y*	NA	NA	N	N	Y*	N	Y
d) Pron. Accurate			Y					Y		Y

V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	A	A	Lin	Lin	A	BIA	BI	B	BI	B
b) Intended Use	Gen	Gen	Gen	Gen	Gen	Gen	Gen	Gen	Gen	Gen
c) Use as student dict	Y	Y	P	P	Y	Y	Y	Y	Y	Y
d) Overall ranking	G	G	G	G	G	G	G	G	G	G

* = explained in introduction; Lin = Linguists

VI. Entries:	1	2	3	4	5	6	7	8	9	10
a) Number of entries		15K	25K	18K	13K	12K	7K	1K	3.5K	1K
b) Parts of speech	Y	Y	Y	Y	Y	Y	Pa	NA	Pa	Pa
c) Examples given	Us	Us	Y	Y	Us	Us	Oc	NA	Pa	Us
d) And translated	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y
e) Explanations clear	Y	Y	Y	Y	Y	Y	Y	--	Y	Y

VII. Notes and Comments:

1 & 2. Johnson's dictionaries are based on Madan's works. Since they were compiled in the 1930's, they do not contain the words that have entered the language since then.

3 & 4. Sacleux's dictionaries are probably the most comprehensive dictionaries since they are 'pan-dialectal', i.e. the author takes account of all the Swahili dialects that he knew.

5. This Swahili-Swahili dictionary is the most current dict., and includes most of the words which came into usage between the 1930's and 1980's.

6. This work is the most current Swahili-German dictionary; includes words which have been added to the Swahili lexicon since Johnson 1939.

7. This vocabulary book is, as might be expected, dated. However, it is still usable.

8. This vocabulary book is also dated but can still be used as at the beginning level.

9. A good pocket dictionary which puts together a general lexicon from the Zaire-Rwanda-Burundi dialects and the East African Standard dialect. The book also contains a concise dictionary of affixes (pp. 125-57).

10. This small dictionary contains three parts: Swahili-Polish section, a summary of Swahili grammar, and a Polish-Swahili section. The grammar section is a guide to pronunciation and morphology. Pronunciations of many words are indicated. Also has good examples of usage.

D. Reading Materials:

I. Identification of materials:

1. Blok, A Swahili Anthology, with Notes and Glossaries, 1948
2. Harries, Swahili Prose Texts, 1965
3. Loogman, Swahili Readings, 1967
4. Robert, Masomo Yenye Adili, 1967
5. Robert, Insha na Mashairi, 1967
6. Mhina, Maendeleo ya Kiswahili na Mazoezi: A Swahili Anthology, 1970
7. Sospater & Sakara, Jizoeze Kiswahili (Kitabu cha 2), 1974
8. Scheven, Swahili Proverbs, 1981

II. Printing:	1	2	3	4	5	6	7	8
a) Quality	E	E	E	E	E	E	E	E
b) Number of Pages	268	298	279	104	106	144	72	586
III. Dialect:	1	2	3	4	5	6	7	8
a) Indicated	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified								
c) Acceptable	Y	Y	Y	Y	Y	Y	Y	Y
IV. Orthography:	1	2	3	4	5	6	7	8
a) Uses standard	Y	Y	Y	Y	Y	Y	Y	Y
b) Tone Marked (NA)								
V. General Description:	1	2	3	4	5	6	7	8
a) Level								
b) Intended as reader	Y	Y	Y	--	--	Y	Y	--
c) Use as reader								
d) Overall ranking	G	G	G	G	G	F	F	G
VI. Organization:	1	2	3	4	5	6	7	8
a) Basis								
b) Quality								
VII. Annotations:	1	2	3	4	5	6	7	8
a) Given	Y	Y	Y	--	--	Y	--	Y
b) Helpful	Y	Y	Y					Y
c) Readings translated	N	Y	Y					Y

VIII. Briefly describe the subject matter:

1. The book contains a selection of texts from different sources. The texts include: fables, tales on traditional beliefs, religion, letters. There are also glossaries.
2. This is a selection from collections by Carl Velten. The book contains two parts: part 1 contains texts about Swahili customs, and part 2 two texts about trips made by two Swahili men.
3. The readings in this book deal with different aspects of East African life, beliefs, etc. The selections are from historical, educational, folklore, and literary sources; letters are also included. Both prose and poetry are represented. The book also contains exercises, a key to the exercises, and good annotations.
4. This is a collection of short stories and poems intended to teach morals. Written by an outstanding Swahili story-writer and poet, some of these pieces (especially the stories) could be used (selectively) at the beginning, intermediate, and advanced levels.
5. The book contains short essays and poems depicting various aspects of life/the world.
6. Selections from various Swahili books - fiction and non-fiction, porse and poetry. At the end of each selection, there are comprehension questions.
7. The book contains short readings with comprehension questions; discussion of, and exercises on, direct and indirect speech, and incomplete dialogs to be completed by students.
8. This is a compilation of all Swahili proverbs found in all published sources. The proverbs are arranged by topics, e.g. abuse, freedom, misfortune, etc.

9 BIBLIOGRAPHY

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1984 Swahili Today - a Course in the Modern Language of East Africa, Revised edition, African Studies Program, University of Wisconsin, Madison; 393 pages
Brauner, S. and J.K. Bantu
1973 Lehrbuch des Swahili, VEB Verlag Enzyklopadie, Leipzig, East Germany, 223 pages.
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1910 Swahili Grammar and Vocabulary, S.P.C.K., London, 252 pages
Campbell, R.H.
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TEMNE C-26

1 CLASSIFICATION AND WHERE SPOKEN

Temne is a Mel language (southern branch of the West Atlantic branch of Niger Congo) and is spoken in the northern half of Sierra Leone.

2 NUMBER OF SPEAKERS

Julie Nemer (personal communication, 1986) reports that "the 1974 census puts the number of ethnic Temne (i.e., first-language Temne speakers at 815,227 (30% of the 2.7 million Sierra Leone population). Even given the use of Temne as a lingua franca (with varying degrees of competence) in predominantly Temne-speaking areas, the WTBR (1982) estimate of 1.2 million seems inflated." Likewise the Voegelin and Voegelin (1977) report of 525,000 speakers appears too low.

3 USAGE

Temne is one of the four official languages of Sierra Leone. It is also used as a lingua franca in predominantly Temne-speaking areas. Radio broadcasts are heard daily in Temne in Sierra Leone.

4 DIALECT SURVEY

No detailed dialect survey is available at this time. Cranmer (1980) did a preliminary survey for the United Bible Societies, Magburka, Sierra Leone. Most available Temne materials are in either the Western or Bombali dialect.

5 ORTHOGRAPHY STATUS

Nemer notes "a new orthography was developed as part of the 'Literacy Programme for the Indigenous Languages' in 1980 by the Ministry of Education in Sierra Leone. This orthography has been used in three primary school readers, a word list and a number of health pamphlets as of this date."

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials is presumed sufficient.

7 RESOURCES

A. Institutional Resources
- *Adult Education Unit, Sierra Leone
- *Fourah Bay College
- *Ministry of Education, Sierra Leone

TEMNE (continued)

B. Individual Resources

Abou Bai-Sheka
Ibrahim Bangura
William Coleman
David Cranmer
David Dalby
C. Magbaily Fyle
J.K. Gbla
Panda Kamara
Rev. and Mrs. Dale Leinbach
Keith Mountford
Julie F. Nemer
Kadiatu Sesay
Patricia Bai Forki Sankoi
A.K. Turay
W.A.A. Wilson

8. EVALUATIONS

Reviewer: J. F. Nemer

A. Learning Materials:
I. Identificion of materials:
  1. Temne Short Basic Course, Coleman and Kamara.
  2. A Handbook of the Temne Language, Sumner.
  3. Temne Tapes (Indiana University language lab).

II. Printing:	1	2	3
a) Quality	Gd	Gd	--
b) Number of Pages	190	157	
III. Dialect:	1	2	3
a) Indicated	N	N	N
b) Justified	N	N	N
c) Acceptable	Y	Y	Y
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	Y	N	N
V. General Description:	1	2	3
a) Level	Beg	Beg	Beg
b) Dependency	Ind	Ind	Sup
c) Methodology	--	--	--
d) Adaptability	--	--	--
e) Overall ranking	Fa	Pr	Fa
VI. Organization:	1	2	3
a) Basis	G&C	G	C
b) Quality	--	--	--
VII. Grammar Analysis:	1	2	3
a) Adequacy	N	N	N
b) Thoroughness	--	--	--
VIII. Cultural Situations:	1	2	3
a) Representative	N	N	N
b) Sufficient	N	N	N

TEMNE (continued)

IX. Chapter design:	1	2	3
a) Dialogs	10	10	100
b) Notes on Dialogs	0	0	0
c) Readings	0	20	0
d) Notes on Readings	0	5	0
e) Grammar Drills	30	0	0
f) Grammar Notes	20	75	0
g) Vocabulary	30	0	0
h) Tests	0	0	0
i) Illustrations	0	0	0
j) Communication Act.	0	0	0
k) Learning suggestions	0	0	0
l) Other	0	0	0

X. Notes and Comments:

1. Okay except for tonal analysis (on tapes).
2. Treats Temne as if were English, not recommended.
3. Temne conversations, no texts found.

B. Descriptive Materials:

I. Identification of Materials:

1. *Pronouns and Agreement in Temne*, Hutchinson.
2. Nemer (to appear in *Studies in African Linguistics*).
3. Nemner and Mountford, 1984.
4. *An Introduction to Temne Grammar*, Scott.
5. *Timne Grammar and Stories*, Thomas.
6. *An Outline of the Temne Language*, Wilson.
7. Wilson (*Journal of African Languages*, 1981).

II. Printing:	1	2	3	4	5	6	7
a) Quality	Ex	Ex	Ex	Ex	Ex	Ex	Ex
b) Number of Pages	127	18	54	40	25	63	6
III. Dialect:	1	2	3	4	5	6	7
a) Indicated	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7
a) Uses Standard	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--
V. General Description:	1	2	3	4	5	6	7
a) Level	Adv	Adv	Adv	Int	Adv	Int	Adv
b) Reference or Tech.	Tch	Tch	Tch	Ref	Ref	Ref	Tch
c) Overall Ranking	7	6	3	2	4	1	5
VI. Organization:	1	2	3	4	5	6	7
a) Quality	--	--	--	--	--	--	--
VII. Presentation:	1	2	3	4	5	6	7
a) Thoroughness	--	--	--	--	--	--	--
b) Adequate for Ref.	N	N	Y	Y	Y	Y	Y
c) Adequate as Tech.	Y	Y	Y	Y	Y	Y	Y
d) Examples Given	Y	Y	Y	N	N	Y	Y
e) And Translated	N	Y	Y	Y	Y	Y	Y
f) Explanations Clear	N	Y	Y	Y	N	Y	Y

TEMNE (continued)

VIII. Grammar Analysis:	1	2	3	4	5	6	7
a) Phonology	N	N	Y	N	N	N	N
b) Tone	N	N	Y	N	N	N	Y
c) Morphology	N	Y	Y	Y	M	Y	Y
d) Syntax	Y	Y	Y	N	N	Y	Y

IX. Notes and Comments:

1. Too theory oriented.
2. Review of negation; otherwise too theory oriented.
3. Comprehensive treatment of tones on verbs; theory oriented.
4. An attempt to be comprehensive, but too brief, includes a small glossary.
5. Good pronoun tables.
6. Comprehensive and fairly accurate; little on tones.
7. Contains the only treatment of sentence intonation available.

C. Dictionaries

I. Identification of Dictionaries:

1. Jamiru, 1981.
2. Timne-English Dictionary, Thomas.

II. Printing:	1	2
a) Quality	Ok	Ok
b) Number of Pages	23	129

III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--

IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	N	N
c) Pronuncations Given	N	N
d) Pron. Accurate	N	N

V. General Description:	1	2
a) Level	Int	Int
b) Intended for Learn.	Y	Y
c) Use as Student Dict.	N	N
d) Overall Ranking	Pr	Pr

VI. Entries:	1	2
a) Number of Entries	812	5K
b) Parts of Speech	N	N
c) Examples Given	N	N
d) And Translated	Y	Y
e) Explanations Clear	N	N

VII. Notes and Comments:

1. Too inconsistent and misleading; however, it is in the new orthography.
2. Inconsistent and misleading.

D. Reading Materials:

I. Identification of Materials:

1. A Collection of Temne Traditions, Fables and Proverbs, Schlenker.
2. Timne Grammar and Stories, Thomas.
3. An Bundunka na no Saraliyone, and other publications in Temne by the Provincial Literature Bureau.

II. Printing:	1	2	3
a) Quality	Ex	Ex	Ok
b) Number of Pages	298	86	16-36
III. Dialect:	1	2	3
a) Indicated	--	--	--
b) Justified	--	--	--
c) Acceptable	--	--	--
IV. Orthography:	1	2	3
a) Uses Standard	--	--	--
b) Tone Marked	--	--	--
V. General Description:	1	2	3
a) Level	Adv	Beg	Int
b) Intended as Reader	--	--	--
c) Use as Reader	--	--	--
VI. Organization:	1	2	3
a) Basis	Sub	Sub	Sub
b) Quality	--	--	--
VII. Annotations:	1	2	3
a) Given	Y	Y	N
b) Helpful	--	--	--
c) Readings Translated	Y	Y	N

VIII. Subject Matter:

1. Traditional and original material collected and translated; includes glossary.
2. Traditional stories collected and translated.
3. Histories, health books and stories.

IX. Notes and Comments:

1. Inconsistent in orthography; translation broad.
2. More consistent in orthography, often word by word translation.
3. These will all be difficult to use. Publications after 1980 use new orthography. The dialects are sometimes mixed. Contains no tone markings.

9. BIBLIOGRAPHY

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1967 Temne Short Basic Course. Bloomington: African Studies Program, Indiana University. Pp. 190.

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D. Readers

Schlenker, C.
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Provincial Literature Bureau.
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n.d. Akata Katotoko. Bo, Sierra Leone: Provincial Literature Bureau.
n.d. Karen ta Obaf ka No Sierra Leone. Bo, Sierra Leone: Provincial Literature Bureau.
Dorjahn, B.R.
n.d. Takur to Tathof Tethemne Taamthderen.

TEMNE (continued)

E. Others

An Bundunka na no Saraliyone. Bo, Sierra Leone: Provincial Literature Bureau.
Akata Katotoko. Bo, Sierra Leone: Provincial Literature Bureau.
Karen ta Obaf ka No Sierra Leone. Bo, Sierra Leone: Provincial Literature Bureau.

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Takur to Tathof Tethemne Taamthderen.

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Takur ta Akont Kepenkine.
Takur Telom ta Anthemne na Anthof Ayoni.

Millmanon, W.
1968 *Ankopretif*. Bo, Sierra Leone: Bunumbu Press.

Williams, T.M.
Eloma Esu Rothemne. Bo, Sierra Leone: Bunumbu Press.
Ka Anseth Esu Akofa Katotoko Ka o Karande. Bo, Sierra Leone: Provincial Literature Bureau.
Mump Temne Melom. Bo, Sierra Leone: Provincial Literature Bureau.

TESO/TURKANA C-28

1 CLASSIFICATION AND WHERE SPOKEN

The Teso-Turkana cluster consists of two major groupings in Eastern Nilotic; Ateso and Ng'aturk(w)ana (commonly Turkana). Teso is spoken primarily in Uganda (Teso District) but also in Kenya (Busia District). Turkana is spoken in Kenya (Turkana District and around Isiolo town, Samburu District) (from Dimmendaal, personal communication, 1983).

2 NUMBER OF SPEAKERS

Most sources note 250,000 Turkana speakers in Kenya (Heine, 1980 and Dimendaal, personal communication, 1983). WTPR (1982) notes 700,000 Teso speakers in Uganda. The 1979 Kenya population census notes 207,249 people who claim Turkana and 132,487 people who claim Teso as their "tribal/national affiliation." Tucker (1981) reports 597,000 Teso speakers in Kenya and Uganda and 181,000 Turkana speakers.

3 USAGE

Teso and Turkana are local languages and are used as a language of instruction in district schools.

4 DIALECT SURVEY

Teso and Turkana are on opposite ends of a dialect continuum, with only 70.2 percent of mutual intelligibility. In addition, both groups have "major social differences" (Dimmendaal, personal communication, 1982).

5 ORTHOGRAPHIC STATUS

Only Turkana has a standardized orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Two sets of learning materials will be required.

7 RESOURCES

A. Institutional Resources
- *Christian Interior Missioh, Turkana
- *Rijksuniversiteit te Leiden, Turkana
- Ministry of Culture, Kenya, Turkana

B. Individual Resources
- Laura Otaala, Teso
- Joan Anderson, Turkana
- R. S. Chapman, Turkana
- Gerrit J. Dimmendaal, Turkana
- Bernd Heine
- Randall Nelson. Turkana
- Thilo Schadeberg, Turkana

8. EVALUATIONS

Reviewer: Laura Ariko Otaala

A. Learning Materials:

I. Identification of materials:

1. Hilders, An Introduction to the Ateso Language, 1957
2. Kiggen, Grammar Nak' Ateso, 1928
3. Dimmendaal, The Turkana Language, 1983

II. Printing:	1	2	3
a) Quality	G	G	E
b) Number of Pages	--	--	483
III. Dialect:	1	2	3
a) Indicated	Y	Y	Y
b) Justified	--	--	--
c) Acceptable	Y	Y	Y
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	N	N	Y
V. General Description:	1	2	3
a) Level	B	B	A
b) Dependency	D	D	IND
c) Methodology	Dir	Dir	AL
d) Adaptability	--	--	--
e) Overall ranking	F	F	E
VI. Organization:	1	2	3
a) Basis	--	--	--
b) Quality	--	--	--
VII. Grammar Analysis:	1	2	3
a) Adequacy	F	F	E
b) Thoroughness	--	--	--
VIII. Cultural Situations:	1	2	3
a) Representative	--	Y	Y
b) Sufficient	--	--	--
IX. Chapter design:	1	2	3
a) Dialogs	2		
b) Notes on Dialogs	2		
c) Readings	2		
d) Grammar Drills	30		
e) Grammar Notes	30		
f) Vocabulary	10		
g) Review	5		
h) Illustrations	5		
i) Communication Act.	1		
j) Learning suggestions			
k) Other	11		

B. Descriptive Materials:

I. Identification of materials:

1. Hilders, An Introduction to the Ateso Language, 1957
2. Kiggen, Grammar Nak' Ateso, 1928
3. Dimmendaal, The Turkana Language, 1983

TESO/TURKANA (continued)

II. Printing:	1	2	3
a) Quality	G	G	E
b) Number of Pages	--	--	483
III. Dialect:	1	2	3
a) Indicated	Y	Y	Y
b) Justified	--	--	--
c) Acceptable	Y	Y	Y
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	--	--	--
V. General Description:	1	2	3
a) Level	B	B	A
b) Reference or Tech.	R	R	R&T
c) Overall ranking	G/F	F	E
VI. Organization:	1	2	3
a) Basis	--	--	--
b) Quality	--	--	--
VII. Presentation:	1	2	3
a) Thoroughness	--	--	--
b) Adequate for Ref.	G	F	E
c) Adequate as Tech.	F	F	E
d) Examples given	Us	Oc	Y
e) And translated	Us	Oc	Y
f) Explanations clear	Us	Us	Y
VIII. Grammar Analysis:	1	2	3
a) Phonology	N	N	Y
b) Tone	N	NA	Y
c) Morphology	N	N	Y
d) Syntax	N	N	Y

C. Dictionaries

I. Identification of dictionaries:

1. Hilders, An English-Ateso and Ateso-English Vocabulary, 1958
2. Kiggen, English-Ateso Dictionary, 1951

II. Printing:	1	2
a) Quality	G	G
b) Number of Pages	58	531
III. Dialect:	1	2
a) Indicated	Y	Y
b) Justified	--	--
c) Acceptable	Y	Y
IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	N	N
c) Pronuncations Given	Oc	Oc
d) Pron. Accurate	--	--
V. General Description:	1	2
a) Level	B	I
b) Intended Use	--	--
c) Use as student dict.	--	--
d) Overall ranking	F	F

VI. Entries:	1	2
a) Number of entries	1K	3K
b) Parts of speech	Y	N
c) Examples given	Oc	Oc
d) And translated	Y	Oc
e) Explanations clear	Us	--

VII. Overall Evaluation:

1. Fair. Limited in scope; many of the vocabulary items are obsolete; there is no indication as to the pronunciation of the entries; and there isn't much by way of examples of usage.
2. Fair. Covers a substantial area. Authors had consultations with native speakers. Many of the items are, however, obsolete. Pronunciation is not indicated.

D. Reading Materials:

NOT GIVEN

9. BIBLIOGRAPHY

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1982 *Collected Seminar Papers 1979-1980*. Nairobi: University of Nairobi.
1982 *Languages of the African Sahel*. Carbondale, Il.: Southern Illinois University.
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1983 "The causative in Turkana". *Studium Linguistik*.
Dimmendaal, Gerrit J.
1983 "Turkana as a verb-initial language." *Journal of African Languages and Linguistics*.
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1953 *English-Ateso Dictionary*. Ngora: Tanganyika Mission Press.

TIGRINYA A-19

1 CLASSIFICATION AND WHERE SPOKEN

Tigrinya belongs to the Tigrinya branch of Northern Ethio-Semitic (Bender, 1976) and is the main language of Tigre Province, Ethiopia.

2 NUMBER OF SPEAKERS

There are around 3.5 million speakers of Tigrinya, according to WTPR (1982); Bender (1976) notes 3.6 million speakers.

3 USAGE

Tigrinya is a major language of Ethiopia. (Note: Orthodox Christians who speak this language are called Habesh; Muslims are often called Jabarta.) Tigrinya is used on Ethiopia's Voice of the Revolution and is also heard over the Sudan Broadcasting Service.

4 DIALECT SURVEY

No dialect survey has come to our attention. Ullendorff (1973, p. 121 and 1955) considers regional variation in Tigrinya to be insignificant, though Bender, Hailu and Cowley (1976, p. 564) believe that Tigrinya has several dialects.

5 ORTHOGRAPHY STATUS

The official and traditional orthography for Tigrinya is also that used for Amharic and Ge'ez.

6 SETS OF LEARNING MATERIALS RECOMMENDED

While the situation is not clear, it appears that one set of materials would be sufficient.

7 RESOURCES

A. Institutional Resources
- *Rijksuniversiteit te Leiden
- *University of London (SOAS)
- Tel Aviv University

B. Individual Resources

David Appleyard
Abraham Demolz
M. Denais
Jack Fellman
Olga Kapeliuk
Wolf Leslau
Lanfranco Ricci
H.J. Stroomer
Tsehaye Teferra
Edward Ulendorff

TIGRINYA (continued)

8. EVALUATIONS

Reviewer: Grover Hudson

A. Learning Materials

I. Identification of materials:
No materials were available for review.

B. Descriptive Materials:
Documents Tigrinya: Grammaire et Texts, Leslau.

I. Identification of materials:

II. General Description:	1
a) Level	Int
b) Adequacy as Descr.	Y
c) Suitability for Ref.	Y
d) Number of Pages	153
e) Printing Quality	E
III. Adequacy of:	1
a) Phonology analysis	Y
b) Tone analysis	NA
c) Morphology analysis	Y
d) Syntax analysis	Y
e) Explanations clear	Y
IV. Indication of:	1
a) Dialect Choice	N
b) Author background	N
c) Examples given	Y
d) Examples translated	Y

V. Overall Evaluation:
Only grammar available.

VI. Notes and Comments:
1. Contains fold-out grammatical charts and tables; texts are bound together. Text is out of print

C. Dictionaries

I. Identification of dictionaries:
1. Research and Information Centre on Eriteria (Eriterian Peoples Liberation Front); (English-Tigrinia-Arabic Dictionary, 1985).

II. General Description:	1
a) Level	Beg
b) Intended Use	SI
c) Number of Entries	21K
d) Parts of Speech	N
e) Printing quality	G
III. Use of:	1
a) Examples	N
b) Translations	-

TIGRINYA (continued)

IV. Indication of:	1
a) Tone Marking	NA
b) Dialect Choice	NA
c) Author background	N

V. Overall Evaluation:

Basically a dictionary of synonyms.

VI. Notes and Comments:

1. Is a three column (English, Tigrinya and Arabic) listing of synonyms.

D. Reading Materials:

I. Identification of materials:

1. Documents Tigrinya: Grammaire et Texts, Leslau.

II. General Description:	1
a) Level	Int
b) Organization	Subj
c) Annotations (Y/N)	N
d) Number of Pages	215
e) Printing Quality	E
III. Indication of:	1
a) Tone marking	NA
b) Dialect Choice	NA
c) Author background	N

IV. Overall Evaluation:

Only reader available.

V. Notes and Comments:

Bound together with a grammar (see part B). Contains transcribed oral texts descriptive of life in the region.

9. BIBLIOGRAPHY

A. Learning Materials

Conti Rossini, Carlo.
1940 Lingua tigrina: 1., Elementi grammaticali ed esercizi. Milan: Mondadori. Pp. 278.

B. Descriptions

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C. Dictionaries

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1918 Vocabolario tigray-italiano e repertorio italiano-tigray. Rome: Casa editrice italiana de C. de Luigi. Pp. 1322.
Cimino, A.
1904 Vocabolario italiano-tigrai e tigrai-italiano. Asmara: Tipografia della Missione Svedese. Pp. 338.
Coulbeaux, P.S., and J. Schreiber.
1915 Dictionnaire de la langue tigrai. Vienna: Alfred Holder. Pp. 504.

TIV B-27

1 CLASSIFICATION AND WHERE SPOKEN

Tiv is a member of the Bantoid subgroup of Benue-Congo and is spoken in the eastern part of Nigeria, particularly in Benue State.

2 NUMBER OF SPEAKERS

The Christian Reformed World Mission estimates between 1.5 to 2 million speakers (T. Koop, personal communication, 1983). Voegelin and Voegelin (1977) suggest somewhere between 600,000 and 800,000.

3 USAGE

Tiv is a prominent local language.

4 DIALECT SURVEY

No thorough dialect survey has been done to our knowledge. Tiv is one language with minor dialectal differences (Koops, personal communication, 1983).

5 ORTHOGRAPHY STATUS

Tiv orthography is being revised and reviewed by a government commission. Presently, tone markings exist in Tiv only where words would be ambiguous.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials should be sufficient.

7 RESOURCES

A. Institutional Resources
- *Christian Reformed World Missions
- *Indiana University
- Government Teachers' College, Katsina Ala, Benue State

B. Individual Resources

David Arnott
Thomas J. Koop
Robert Koops
Leo Sibomana
K. Shimizu
Gerard Terpstra
W.A. Umezinwa

8. EVALUATIONS

Reviewers: D.W. Arnott and Thomas J. Koop

A. Learning Materials

I. Identification of materials:
  1. Abraham, The Principles of Tiv, 1968 1940
  2. Koops, Learning to Use Tiv, 1979
  3. Terpstra, A Tiv Grammar, 1968

II. General Description:	1	2	3
a) Level	B	B	B
b) Dependency	D	D	D
c) Methodology	Gr	Gr	Gr/GT
d) Number of Pages	102	--	66*
e) Printing Quality	G	G	G
f) Linguistic Coverage	G	G	G
g) Ranking			

III. Indication of:	1	2	3
a) Tone Marking	Y	Y	Y
b) Dialect Choice	Y	Y	Y
c) Author background	Y	Pa	Pa

IV. Chapter design:	1	2	3
a) Dialogs		10	
b) Notes on Dialogs			
c) Readings			
d) Grammar Drills	100%+	50	40
e) Grammar Notes		10	50
f) Vocabulary			10
g) Tests			
h) Illustrations			
i) Communication Act.		10	
j) Other --pronunciation		10	

V. Representativeness of Cultural Situations	1	2	3
	Y	Y	Y

VI. Notes and Comments:

* This number refers to a foolscap unpublished copy of Tiv Grammar.

+ This percentage refers to both Grammar drills and notes. It should be added that there are also many illustrative examples correctly translated.

B. Descriptive Materials:

I. Identification of materials:
  1. Abraham, The Principles of Tiv, 1968 1940
  2. Terpstra, A Tiv Grammar, 1968

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TIV (continued)

II. General Description:	1	2
a) Level	B	B
b) Adequacy as Descr.	E/G	G
c) Suitability for Ref.	E/G	E/G
d) Number of Pages	102	66
e) Printing Quality	G	G
f) Ranking		

III. Adequacy of:	1	2
a) Phonology analysis	Y	Y
b) Tone analysis	Y	Y
c) Morphology analysis	Y	Y
d) Syntax analysis	Y	N
e) Explanations clear	Y	Y

IV. Indication of:	1	2
a) Dialect Choice	Y	Y
b) Author background	Y	Pa
c) Examples given	Y	Y
d) Examples translated	Y	Y

V. Overall Evaluation:

1. In the main a sound grammatical description (using the traditional approach), arranged in a logical progression appropriate for learners - i.e. a teaching grammar, though it can also be sued as a reference grammar. However, the overall morpho-phonological cohesiveness of the noun class system is not clearly shown.

C. Dictionaries

I. Identification of dictionaries:

1. Abraham, A Dictionary of the Tiv Language, 1968 1940
2. Terpstra, English-Tiv Dictionary, 1968
3. Malherbe, Tiv-English Dictionary, with Grammar Notes and Index, 1932

II. General Description:	1	2	3
a) Level	BIA	BIA	B
b) Intended Use			
c) Number of Entries	5K	4K	3K
d) Parts of Speech	Us	Y	Y
e) Printing quality	G	G	G
f) Ranking	E	G	F

III. Use of:	1	2	3
a) Examples	Us	Oc	Us
b) Translations	Y	Y	Y

IV. Indication of:	1	2	3
a) Tone Marking	Y	Y	N
b) Dialect Choice	--	--	--
c) Author background	Y	N	Y

TIV (continued)

V. Overall Evaluation:

1. Authoritative and excellent, subject to modifications in spelling and the marking of tone and of verb-types now necessary in the light of the Introduction (pp. v-ix) in the 1968 edition of Abraham's The Principles of Tiv. With this proviso, the details are very accurate. The coverage of verbs is particularly comprehensive, and ample details are given of their morphologically differing aspect-forms, as are (in most cases) the plurals of nouns and their augmentative, diminutive, and dependent by-forms. Students may at first fing it difficult to locate particular nouns, as nouns are - justifiably - listed alphabetically on the basis of the first consonant. Entries are well illustrated by examples, and glosses of entries and examples are sound. However, many words of religious or cultural significance are not translated, the reader being referred instead to the author's The Tiv People, where such matters are covered in detail.
2. The dictionary is good, although the coverage is not comprehensive.
3. Accurate as far as it goes, but the vocabulary coverage is limited, and absence of tone-marking is a crucial flaw.

D. Reading Materials:

I. Identification of materials:

1. Abraham, A Tiv Reader for European Students, 1968 1940

The following Adult Literacy Pamphlets can also be used:

2. Mnger u Waseka (Writing a Letter), 1951
3. Se Duwe Nen Ken Iwanger (Let's Come out of Darkness), 1953
4. Chen, Wan-kwase vea Terna (A Girl and her Father), 1954
5. Humbe, Tar Homon u Botwev (The Travels of Botwev), 1970

II. General Description:	1	2	3	4	5
a) Level	BIA	B	B	I	A
b) Organization					
c) Annotations (Y/N)	Y				
d) Number of Pages	65				
e) Printing Quality	G				
f) Ranking	G/F				

III. Indication of:	1	2	3	4	5
a) Tone marking	Y				
b) Dialect Choice					
c) Author background	Y				

IV. Overall Evaluation:

1. The reader is designed for use with the author's The Principles of Tiv, though it does not follow the progression in that book; correration is by detailed reference to relevant sections of The Principles... Part I consists of 150 miscellaneous sentences graduated in difficulty, Parts II-V of various passages (Biblical, Fables, Everyday Life, Proverbs) tone-marked and translated with deatailed crossreferences to The Principles...

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TIV (continued)

Terpstra, Gerard.
1968 *English-Tiv Dictionary*. Ibadan: Institute of African Studies, University of Ibadan. Pp. 120.

D. Readers

Abraham, R.C.
1940 *A Tiv Reader for European Students*. London: Crown Agents on behalf of Government of Nigeria.
1968 *Tiv Reader for European Students*. Westmead, Farnborough, Eng.: Gregg International Publishers. Pp. 82.

E. Other

Abraham, R.C.
1940 *The Tiv People*. Crown Agents on behalf of Government of Nigeria.
Bohannan, Paul.
1957 *Justice and Judgment Among the Tiv*. London: Oxford University Press for the International African Institute.
-------, and Laura Bohannan.
1953 *The Tiv of Central Nigeria*, Part 8 of The Ethnographic Survey of Africa, Western Africa, International African Institute.
-------.
1968 *Tiv Economy*. London: Longmans.
Downes, R.M.
1933 *The Tiv Tribe*. Kaduna: Government Printer.
1971 *Tiv Religion*. Ibadan: Uviversity of Ibadan Press.

TSONGA B-28

1 CLASSIFICATION

Tsonga is an all-inclusive name for the Tswa-Ronga or Tonga Group of Bantu (Guthrie S50). These dialects or languages (see Dialect Survey below) are spoken in Mozambique, South Africa, Zambia, and Zimbabwe.

2 NUMBER OF SPEAKERS

Louw and Baumbach (personal communication, 1983) note three million Tsonga speakers in Mozambique and 800,000 in South Africa. WBTR (1982) notes 889,000 Tsonga speakers in South Africa and 600,000 in Zambia. Alexandre (1981) suggests a figure greater than 1.25 million.

3 USAGE

Tsonga is an important regional language.

4 DIALECT SURVEY

Baumbach!s (1970) thesis describes the dialect situation in Tsongo, but we have been unable to obtain this document.

5 ORTHOGRAPHY STATUS

Shagaan, Tshwa, and Tsonga each have their own orthographies.

6 SETS OF LEARNING MATERIALS RECOMMENDED

The existence of three separate orthographies would require at least three sets of materials.

7 RESOURCES

A. Institutional Resources
    University of South Africa
    University of the North

B. Individual Resources
    J.A. Louw
    E.J.M. Baumbach

8. EVALUATIONS

Reviewer: C.T.D. Marivate

A. Learning Materials:

I. Identification of materials:
1. Junod, Elementary Grammar of the Thonga-Shangaan Language, 1907
2. Ouwehand, Everyday Tsonga, 1965
3. Person, Outlines of Tswa Grammar, 1932
4. Berthoud, Shangaan Grammar(unfinished), 1908
5. Marhanele, Xingulana xa Ririmi, 1982
6. Nkondo, Xiletelo xa Xitsonga, 1981

II. Printing:	1	2	3	4	5	6
a) Quality	G	E	G	G	G	G
b) Number of Pages	100	119	209	152	188	--
III. Dialect:	1	2	3	4	5	6
a) Indicated	Y	Y	Y	Y	Y	Y
b) Justified						
c) Acceptable						
IV. Orthography:	1	2	3	4	5	6
a) Uses standard						
b) Tone Marked	N	N	N	N	N	N
V. General Description:	1	2	3	4	5	6
a) Level	A	B	A	B	A	A
b) Dependency	Ind	Ind	Ind	D	D	Ind
c) Methodology		Dir			Dir	Dir
d) Adaptability						
e) Overall ranking	G	G	G	G	G	F
VI. Organization:	1	2	3	4	5	6
a) Basis						
b) Quality						
VII. Grammar Analysis:	1	2	3	4	5	6
a) Adequacy						
b) Thoroughness						
VIII. Cultural Situations:	1	2	3	4	5	6
a) Representative		Y				
b) Sufficient						
IX. Chapter design:	1	2	3	4	5	6
a) Dialogs						
b) Notes on Dialogs						
c) Readings						
d) Grammar Drills						
e) Grammar Notes						
f) Vocabulary						
g) Tests						
h) Illustrations						
i) Communication Act.						
j) Learning suggestions						
k) Other						

TSONGA (continued)

B. Descriptive Materials:

I. Identification of materials:

1. Junod, Elementary Grammar of the Thonga-Shangaan Language, 1907
2. Person, Outlines of Tswa Grammar, 1932
3. Berthoud, Shangaan Grammar(unfinished), 1908
4. Baumbach, Tsonga Phonetics and Sound Changes, 1974

II. Printing:	1	2	3	4
a) Quality	G	G	G	G
b) Number of Pages	100	209	152	83

III. Dialect:	1	2	3	4
a) Indicated	Y	Y	Y	Y
b) Justified				
c) Acceptable				

IV. Orthography:	1	2	3	4
a) Uses standard				
b) Tone Marked	N	N	N	N

V. General Description:	1	2	3	4
a) Level	I	IA	IA	A
b) Reference or Tech.	R	R	R	T
c) Overall ranking	F	G	F	G

VI. Organization:	1	2	3	4
a) Basis				
b) Quality				

VII. Presentation:	1	2	3	4
a) Thoroughness				
b) Adequate for Ref.				
c) Adequate as Tech.				
d) Examples given	Y	Y	Y	Y
e) And translated	Us	Y	Y	Y
f) Explanations clear	Y	Y	Y	Y

VIII. Grammar Analysis:	1	2	3	4
a) Phonology	P	G	P	G
b) Tone	N	N	N	
c) Morphology	G	G	G	
d) Syntax	P	G	G	

IX. Overall Evaluation:

No additional comments.

C. Dictionaries

I. Identification of dictionaries:

1. Chatelain, English-Tsonga, Tsonga-English Dictionary, 1909
2. Cuenod, Tsonga-English Dictionary, 1957
3. Persson, English-Tshwa Dictionary, 1957

II. Printing:	1	2	3
a) Quality	G	G	F
b) Number of Pages	214	286	229

III. Dialect:	1	2	3
a) Indicated	Y	Y	Y
b) Justified			
c) Acceptable			

TSONGA (continued)

IV. Orthography:	1	2	3
a) Uses standard			
b) Tone Marked	N	Y	N
c) Pronuncations Given			
d) Pron. Accurate			

V. General Description:	1	2	3
a) Level	BI	BIA	B
b) Intended Use			
c) Use as student dict.			
d) Overall ranking	G	G	F

VI. Entries:	1	2	3
a) Number of entries	6K	15K	7.8K
b) Parts of speech	Y	Y	Y
c) Examples given	N	Oc	N?
d) And translated	NA	Y	Us
e) Explanations clear	Us	Y	Y

VII. Notes and Comments:

1. Tsonga nouns of English equivalents are not given their class gender.
2. Verbs are easily distinguishable from nouns in that they are preceded by a dash, indicating that they are attached to some formative in use; nouns are followed by their class number which facilitates use of concords.
3. The book gives Tshwa equivalents of English words. The parts of speech of words are always given. Noun class prefixes are given, but not always.

VIII. Overall Evaluation:

No additional comments.

D. Reading Materials:

I. Identification of materials:

1. Marolen, Garingani-wa-garingani, 1966
2. Mkhombo, Leswi na Leswiya, 1968
3. Shilote, Swihungwa-hungwana swa vana, 1972
4. Mavikane, Vutlhari bya switsotso, 1974
5. Junod, Vutlhari bya Vatsonga, 1957

II. Printing:	1	2	3	4	5
a) Quality	G	G	F	G	E
b) Number of Pages	149	36	72	64	353

III. Dialect:	1	2	3	4	5
a) Indicated					
b) Justified					
c) Acceptable					

IV. Orthography:	1	2	3	4	5
a) Uses standard					
b) Tone Marked	N	N	N	N	N

V. General Description:	1	2	3	4	5
a) Level	I	A	I	A	A
b) Intended as reader					
c) Use as reader					
d) Overall ranking	G	F	G	F	E

	1	2	3	4	5
VI. Organization:	1	2	3	4	5
a) Basis					
b) Quality					
VII. Annotations:	1	2	3	4	5
a) Given	N	N	N	N	N
b) Helpful					
c) Readings translated	N	N	N	N	

VIII. Briefly describe the subject matter:

1. The book contains folktales (written in poetic form), with prose summaries.
2. Essays on cultural topics.
3. Short animal stories.
4. Short essays on the habits of such insects as the house-fly, ant, mosquito, etc.
5. The book contains Tsonga proverbs.

IX. Notes and Comments:

X. Overall Evaluation:

No additional comments.

9. BIBLIOGRAPHY

A. Learning Materials

Hopgood, Cecil Robert.
1953 A Practical Introduction to Tonga. London and New York: Longmans, Green.

Ouwehand, Mariette.
1965 Everyday Tsonga. Johannesburg: Swiss Mission in South Africa.

Persson, J.A.
1932 Outlines of Tswa Grammar, with Practical Exercises. Cleveland, Oh.: Transvaal Central Mission. Pp. 209.

B. Descriptions

Berthoud, P.
1920 Elements de Grammaire Ronga. Lausanne, Switzerland. Pp. 56.

Carter, Hazel.
1962 Notes on the Tonal System of Northern Rhodesian Plateau Tonga. London: H.M. Stationery Office.

Collins, B.
1962 Tonga Grammar. London: Longmans.

Junod, Henri A.
1907 Elementary Grammar of the Thonga-Shangaan Language. Lausanne, Switzerland. Pp. 98.

Louw, Jacobus Abraham.
1968 The Intonation of the Sentence and Its Constituent Parts in Xhosa and Tsonga. Pretoria: University of South Africa. Pp. 154.

TSONGA (continued)

Nagueira, Rodrigo de Sa.
1959 *Temas de Linguistica Bantu: Apontamentos de Syntaxe Ronga*. Lisbon: Junta de Investigacoes do Ultramar. Pp. 185.
1896 *Grammaire ronga*. Lausanne, Switzerland: Imprimerie Georges Bridel. Pp. 218.
Ntsanwisi, H.W.E.
1968 *Tsonga Idioms (a Descriptive Study)*. Johannesburg: Swiss Mission in South Africa. Pp. 116.
Quintao, Jose Luis.
1951 *Grammatica de Xironga (Landim)*. Lisbon: Agencia Geral das Colonias, Divisao de Publicacoes e Biblioteca. Pp. 343.

C. Dictionaries

Author unknown.
1955 *Dicionario pratico portugues-tshwa*. Cleveland, Oh.: Transvaal Central Mission Press. Pp. 204.
Chatelain, Ch.W.
1974 *Pocket Dictionary: English-Tsonga, Tsonga-English*. Johannesburg: Swiss Mission in South Africa. Pp. 180.
Cuenod, R.
1967 *Tsonga-English Dictionary*. Johannesburg: Swiss Mission in South Africa. Pp. 186.
Nagueira, Rodrigo de Sa.
1960 *Dictionario Ronga-Portugues*. Lisbon: Junta de Inventigacoes do Ultramar, Centro de Estudos Politicos e Sociais.
Persson, J.A.
1928 *English-Tswa Dictionary*. Cleveland, Oh.: Transvaal Central Mission Press.
Quintao, Jose L.
1951 *Dicionarios xironga-portugues e portugues-xironga*. Lisbon: Agencia Geral das Colonias, Divisao de Publicacoes e Biblioteca. Pp. 177.
South Africa, Dept. of Bantu Education.
1962 *Tsonga: terminologie en spelreels, No. 2, Tsonga: Terminology and Orthography, No. 2*. Pretoria: Government Printer. Pp. 153.

D. Readers

Mkhombo, J.F.C.
1968 *Leswi ma Leswiya*. Pretoria: J.L. van Schaik. Pp. 36.
Mtombeni, B.K.M.
1971 *Nongoloko wa Matsalwa*. Cape Town: Via Afrika Limited. Pp. 121.

TUMBUKA C-27

1 CLASSIFICATION AND WHERE SPOKEN

Tumbuka belongs to the Tumbuka group of Bantu (Guthrie N20) and is spoken in northern and central Malawi and the Lundazi District of Zambia.

2 NUMBER OF SPEAKERS

More than 489,000 Tumbuka speakers were noted in Malawi and Zambia (1966 census); Voegelin and Voegelin (1977) give a figure of 156,000, while Alexandre (1981) states there are at least 200,000 speakers. Vail (personal communication, 1985) reports there are about 500,000 speakers, the majority living in Malawi.

3 USAGE

In Zambia, Vail reports, "while Tumbuka is recognized as a major language of the country, it is not one of its official languages. This means that while it may be spoken and have literature published in it, it is not used on the Zambia Broadcasting System". In Malawi, Tumbuka had its former (colonial) official status removed by government action, thereby prohibiting anything to be printed in it aside from the Bible and religious tracts. Therefore, in Malawi as well as Zambia, Tumbuka is a local language.

4 DIALECT SURVEY

Voegelin and Voegelin (1977) report nine mutually intelligible dialects of Tumbuka. Kashoki (1980, p. 3) notes that the Senga, Tumbuka, Fungwe, and Yombe of Zambia "speak practically the same language." Vail considers these dialect names to be geographical as opposed to linguistic designations.

5 ORTHOGRAPHY STATUS

At this time there are several variants of Tumbuka orthography and no known effort to develop a standarized one.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Presumably, one set of learning materials would be sufficient.

7 RESOURCES

A. Institutional Resources

We have received no information concerning institutions involved in the teaching or study of Tumbuka.

B. Individual Resources
Anadei Phiri
Hazen Vail

8. EVALUATIONS

The evaluations for Tumbuka materials were not received in time to be included in this edition.

9. BIBLIOGRAPHY

A. Learning Materials

Cooper, Paul V., and Oliver Rice.
1965 *Tumbuka Basic Course*. Washington, D.C.: English Language Services. Pp. 332.
Wolfers, Victor.
1968 Untitled work, produced for Roman Catholic missionaries at Katete Mission of the White Fathers.

B. Descriptions

Chiume, M.W.K.
1970 *Caro Nchinonono; a Tumbuka Reader*. Lusaka: National Educational Co. of Zambia.
Clercq, L. de.
1921 *Grammaire du Kiyombe*. Brussels: Goemare, distr. by Librairie Falk. Pp. 95.
Elmslie, Walter A.
1891 *Notes on the Tumbuka Language as Spoken in Mombera's Country*. Aberdeen.
1891 *Table of Contents and Paradigm of Verbs of the Tumbuka Language as Spoken in Mombera's Country*. Aberdeen.
1913 *Introductory Grammar of the Tumbuka Language*. Livingstonia, Nyasaland: Livingstonia Mission Press. Pp. 152.
Mackenzie, Donald.
1911 *Notes on Tumbuka Syntax*. Livingstonia, Nyasaland.
Young, Thomas Cullen.
1923 *Notes on the Speech and History of the Tumbuka-KAmanga Peoples*. Livingstonia, Nyasaland.
1932 *Notes on the Speech of the Tumbuka-Kmanga Peoples in the Northern Providence of Nyasaland*. London.
Vail, H. Leroy.
1972 "Aspects of the Tumbuka Verb." Ph.D. diss., University of Wisconsin, Madison. Pp. 467.
1972 "The Noun Classes of Tumbuka." *African Studies* 30, No. 1, Pp. 35-59.

C. Dictionaries

Turner, W. Y.
1952 *Tumbuka-Tonga-English and English-Tumbuka-Tonga Dictionary*. Blantyre: Church of Scotland Mission. Pp. 284.

UMBUNDU A-20

1 CLASSIFICATION AND WHERE SPOKEN

Umbundu, which belongs to the Umbundu Group of Bantu (Guthrie R10), is spoken in central Angola in the provinces of Bie, Huambo, and Benguela. Umbundu should not be confused with Kimbumdu (Guthrie H21).

2 NUMBER OF SPEAKERS

Alexandre (1981) notes at least 1.5 million speakers. The Angolan 1960 census lists 1,746,109 speakers of Umbundu. Voegelin and Voegelin (1977) list 1,700,000, and Heine (1970) points out that were lingua franca speakers included, the figure would be around 1.8 million

3 USAGE

Umbundu is one of the national languages of Angola and where it is being used extensively in literacy projects. It is also heard on broadcasts of Radio Nacional de Angola.

4 DIALECT SURVEY

No thorough dialect survey is known to us as of this writing.

5 ORTHOGRAPHY STATUS

A UNESCO-sponsored literacy project in 1981-1982 has helped standardize an orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

It is not known how many sets of learning materials would be needed although the existence of a standardized orthography would suggest one set would be sufficient.

7 RESOURCES

A. Institutional Resources
    Instituto Nacional de Linguas, Luanda
    Rijksuniversiteit te Leiden

B. Individual Resources
    Istvan Fodor   Thilo C. Schadeberg

UMBUNDU (continued)

8. EVALUATIONS

Reviewer: Thilo C. Schadeberg

A. Learning Materials:

I. Identification of materials:
1. Ernest Lecomte, Metodo pratico da lingua Mbundu falado no distrito de Benguela, 1963

II. Printing:	1
a) Quality	E
b) Number of Pages	124
III. Dialect:	1
a) Indicated	Y
b) Justified	
c) Acceptable	
IV. Orthography:	1
a) Uses standard	
b) Tone Marked	N
V. General Description:	1
a) Level	B
b) Dependency	Ind
c) Methodology	Gr
d) Adaptability	
e) Overall ranking	F
VI. Organization:	1
a) Basis	*
b) Quality	
VII. Grammar Analysis:	1
a) Adequacy	
b) Thoroughness	
VIII. Cultural Situations:	1
a) Representative	N
b) Sufficient	
IX. Chapter design:*	1
a) Dialogs	
b) Notes on Dialogs	
c) Readings	
d) Grammar Drills	
e) Grammar Notes	
f) Vocabulary	
g) Tests	
h) Illustrations	
i) Communication Act.	
j) Learning suggestions	
k) Other	

X. Notes and Comments:

* The first two parts of the book contain grammatical explanations with examples; the third part contains topical vocabularies and phrases.

UMBUNDU (continued)

B. Descriptive Materials:

I. Identification of materials:

1. Valente, Grammatica Umbundu: a lingua do centro de Angola, 1964
2. do Nascimento, "Grammatica do Umbundo", 1894, Bol. Soc. Geogr. Lisboa 13:1-105
3. Magalhaes, Manual de linguas indigenas de Angola. Grammatical descriptions and vocabularies of uMbundu and KiMbundu
4. Wald, "Relativization in Umbundu", Studies in African Linguistics 1:131-155.
5. Instituto Nacional de Linguas, "Lingua Nacional Umbundu", 1980 In: Historico sobre a criacao dos alfabetos em linguas nacionais, pp. 97-122, Luanda
6. Schadeberg, "Nasalization in uMbundu". Journal of African Languages and Linguistics 4:109-132; 1982
7. Fodor, Introduction to the History of uMbundu: L. Magyar's Records (1859) and the Later Sources, 1983
8. Schadeberg, "Tones Cases in uMbundu". In: Africana Linguistica X. 1985, Tervuren.

II. Printing:	1
a) Quality	E
b) Number of Pages	430
III. Dialect:	1
a) Indicated	Y
b) Justified	
c) Acceptable	
IV. Orthography:	1
a) Uses standard	
b) Tone Marked	N
V. General Description:	1
a) Level	BI
b) Reference or Tech.	R
c) Overall ranking	F
VI. Organization:	1
a) Basis	
b) Quality	
VII. Presentation:	1
a) Thouroghness	
b) Adequate for Ref.	F
c) Adequate as Tech.	
d) Examples given	Y
e) And translated	Y
f) Explanations clear	Us
VIII. Grammar Analysis:	1
a) Phonology	N
b) Tone	N
c) Morphology	N
d) Syntax	N

IX. Notes and Comments:

Only 1) is reviewed since it supersedes all the older grammars, which are, for their time, not bad. 4) can not be rated higher since it disregards tone which is vital to the description of relative verb forms. 7) really should be in a category "Other"; it is a philological attempt to interpret old sources.

C. Dictionaries

I. Identification of dictionaries:

1. Guennec and Valente, *Dicionario Portugues-uMbundu*, 1972

II. Printing:	1
a) Quality	E
b) Number of Pages	690
III. Dialect:	1
a) Indicated	N
b) Justified	
c) Acceptable	
IV. Orthography:	1
a) Uses standard	
b) Tone Marked	N
c) Pronuncations Given	
d) Pron. Accurate	
V. General Description:	1
a) Level	BIA
b) Intended Use	
c) Use as student dict.	
d) Overall ranking	F
VI. Entries:	1
a) Number of entries	28K
b) Parts of speech	N
c) Examples given	Oc
d) And translated	Y
e) Explanations clear	Oc

VII. Notes and Comments:

No additional comments.

VIII. Overall Evaluation:

Fair. Very rich in material, but uMbundu entries are not marked for tone and incompletely for nasalization; materials appear to come from different dialects but cannot be traced; one Portuguese entry usually has many uMbundu (near) equivalents which are not sufficiently distinguished.

D. Reading Materials:

I. Identification of materials:

1. Valente, *Paisagem Africana*, 1973
2. Valente, *Selecao de proverbios e adivinhas em Umbundu*, 1964
3. *Embimbiliya li kola* Bible
4. *Ovisinehwa vikola uvale w'okaliye* New Testament

UMBUNDU (continued)

II. Printing:	1	2
a) Quality	G	E
b) Number of Pages	472	221
III. Dialect:	1	2
a) Indicated		
b) Justified		
c) Acceptable		
IV. Orthography:	1	2
a) Uses standard		
b) Tone Marked	N	
V. General Description:	1	2
a) Level	I	IA
b) Intended as reader		
c) Use as reader		
d) Overall ranking	G	G
VI. Organization:	1	2
a) Basis	SM	
b) Quality		
VII. Annotations:	1	2
a) Given	Y	Y
b) Helpful		
c) Readings translated	Y	Y

VIII. Briefly describe the subject matter:
1. Book contains "oral" literature.
2. Book contains proverbs and riddles.

IX. Notes and Comments:

X. Overall Evaluation:
1. Good. There are uMbundu texts of oral literature (partly traditional, partly descriptive ethnographical) with Portuguese translations plus explanatory notes and comments which are heavily biased by the author's world view.
2. Good. Proverbs (200pp.) are arranged alphabetically by letter of first word; riddles (20pp.) are arranged alphabetically by solution word; translations are literal plus a short interpretation.

9. BIBLIOGRAPHY

A. Learning Materials

Maia, Antonio da Silva.
1955 Manual pratico de conversacao em portugues e mussele, dialecto do umbundu. Cucujaes, Angola: Editorial Missoes. Pp. 245.

B. Descriptions

Valente, Jose F.
1964 Gramatica umbundu: a lingua do centro de Angola. Lisbon: Junta de Investigacoes do Ultramar. Pp. 430.

Valente, J.
1964 Seleccao de proverbios e advinihas em Umbundu. Luanda: Instituto de Investigacao Cientificade Angloa.

Hambly, Wilfrid D.
1934 The Ovimbundu of Angola. Chicago, Il.

C. Dictionaries

Johnson, Amandus.
1930 Mbundu-English-Portuguese Dictionary. Philadelphia, Pa.: The International Printing Co. Pp. 110.

Le Guennec, Gregoire, and Jose F. Valente.
1972 Dicionario Portugues-Umbundu. Luanda: Instituto de Investigacao Cientifica de Angola. Pp. 690.

VENDA C-29

1 CLASSIFICATION AND WHERE SPOKEN

Venda belongs to the Venda Group of Bantu (Guthrie S21) and is spoken in Zimbabwe and South Africa.

2 NUMBER OF SPEAKERS

WTPR (1982) notes 424,000 speakers in South Africa, but gives no number is listed for Zimbabwe. Grimes (1978) notes 400,000 and 40,000 for South Africa and Zimbabwe, respectively. The 1980 South African census notes 692,000 speakers of Venda in that country. Voegelin and Voegelin (1977) list 150,000 Venda speakers.

3 USAGE

Venda is used in government notices in South Africa. It is also an important regional language and used on internal radio broadcasts by the South African Broadcasting Company.

4 DIALECT SURVEY

No thorough dialect surveys have come to our attention.

5 ORTHOGRAPHY STATUS

No evidence of a standardized Venda orthography has come to our attention.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials appears to be sufficient.

7 RESOURCES

A. Institutional Resources
- University of Capetown
- University of Leiden
- University of the North, Transvaal
- University of South Africa, Pretoria

B. Individual Resources

J.A. du Plessis	J.L. Reyneke
M.E.R. Mathira	Erhard Voltz
N.A. Milubi	E. Westphal

8. EVALUATIONS

We were unable to identify an individual willing to undertake the evaluation of the Venda materials.

VENDA (continued)

9. BIBLIOGRAPHY

A. Learning Materials

Ziervogel, D., and others.
1972 *A handbook of the Venda language*. Pretoria: University of South Africa. Pp. 185.

B. Dictionaries

Marole, L.T., and F.J. de Gama.
1936 *English-Tshivenda Vocabulary*. Morija. Pp. 77.
Warmelo, Nicolaas J. van.
1937 *Tshivenda-English Dictionary*. Pretoria: Department of Native Affairs. Pp. 345.
1958 *Teo dza Tshivenda, Venda terminologie*. Venda terms coined, for use in schools by the Venda Language Committee. Pretoria: Government Printer. Pp. 98.
Wentzel, P.J., and T.W. Muloiwa.
1976 *Drietalige elementere woordeboek = Venda-Afrikaans-English: Trilingual Elementary Dictionary*. Pretoria: University of South Africa. Pp. 525.

B. Descriptions

Westphal, E.O.J.
1962 "Venda: Tonal Structure and Intonation." *African Studies*.

E. Other

Demana, I.P.
1974 *Thilaiwi*. Pretoria: Van Schaik.
Madima, E.S.
1973 *Hu Na Savhadina*. Pretoria: Van Schaik.
Makuya, T.N.
1973 *Dzimbava*. Pretoria: Van Schaik.
1971 *A Zwi Faneli*. Pretoria: Van Schaik.
n.d. *Hu Do Sala Nnyi?* Pretoria: Van Schaik.
Mashuwa, T.
1972 *Matambo Wa Muhumbula*. Pretoria: Van Schaik.
Matlala, W.T.
n.d. *Hlokwa-la-tsela*. Johannesburg.
Matshili, R.R.
1971 *Ndo Lata*. Pretoria: Van Schaik.
1972 *Fhulu-ledzani*. Pretoria: Van Schaik.
Maumela, T.N., and E.S. Madima.
1971 *Tshianeo*. Cape Town: Via Afrika Ltd.
1972 *Matakadzambilu*. Pretoria: Van Schaik.
1972 *Mihanyi ya Shango*. Pretoria: Van Schaik.

VENDA (continued)

Mojapelo, G.P., and C.N. Phatudi.
1971 *Le Hlabile (5)*, Vols. 1, 2, 3, 4, 5. Johannesburg: Educum Publishers.
1971 *Le Hlabile (6)*. Johannesburg: Educum Publishers.
Nemulovhani, M.N.
1972 *Tshibvumo*. Pretoria: Van Schaik.
Netshilema, E.S.
n.d. *Vhamusanda Vhodzegere*. Cape Town: Via Afrika Ltd.
Phatudi, N.C.
1971 *Kgosi Mmutle III*. Better Books.
1971 *Tladi Wa Dikgati*. Beter Boeke.
Ramaite, U.M.
1973 *Khotsi-Munene*. Johannesburg: Educum.
Ratshitanga, T.R.
1972 *Vhungoho Na Vivho*. Pretoria: Van Schaik.
1973 *Ndi Nne Nnyi?* Pretoria: Van Schaik.
Sigwavhulimu, W.M.R.
1971 *Tsiko-Ts-iphiri*. Pretoria: Van Schaik.
Tshikororo, M.N.
1972 *Mangalani*. Pretoria: Van Schaik.

WOLOF A-21

1 CLASSIFICATION AND WHERE SPOKEN

Wolof belongs to the Northern Branch of the West Atlantic Group of Niger Congo. It is spoken in Senegal and The Gambia. A few speakers are reported for the southwest corner of Mauritania.

2 NUMBER OF SPEAKERS

Estimates for Senegal range from 1.2 million first-language speakers (Vogelin and Vogelin, 1977), to 1.5 million (Sauvageot, 1981), to 2 million (WTPR 1982). The WTPR also estimates around 40,000 first-language speakers in the Gambia, or about 13% of the population.

3 DIALECT SITUATION

Wolof has some dialectal variation, although no detailed dialect survey has come to our attention. The major reported differences are between the dialects of Senegal and The Gambia are in the areas of phonology and lexicon, (Ka, personal communication, 1984).

4 USAGE

Wolof is a major language of Senegal, the first language of more than one third of the population. In addition, it serves as the most widely-used non-European lingua franca in Senegal. Although French is the official language of Senegal, the current policy objective is to have students read in the predominant language of their region. These include Wolof, Serer, Peul (Pulaar), Diola, Mandingue (Manding), and Sarakole (Soninke). Wolof is used in radio and television broadcasts and by civil servants (Nussbaum, 1970). In The Gambia, Wolof follows behind Malinke and Fulfulde in importance. Plans have been made to use Wolof as the medium of education at the primary level.

5 ORTHOGRAPHIC STATUS

A standard Wolof orthography has been in use since 1975.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials is sufficient for language teaching and learning purposes.

WOLOF (Continued)

7 RESOURCES

A. Institutional Resources

- *Conservative Baptist Foreign Mission
- *Howard University
- *Indiana University
- *Kalamazoo College
- *Langues et civilisations a tradition orale (CNRS)
- Mission Baptiste S.B.S., Senegal
- *United States Peace Corps (Senegal)
- *University of Illinois at Urbana-Champaign
- *University of Wisconsin at Madison
- Summer Institute of Linguistics
- University of North Carolina
- Centre de Linguistique Appliquee
- Georgetown University
- Howard University
- Institut National de Langues et Civilisations Orientales

B. Individual Resources

- Hannah Baldwin
- Eyamba Bokamba
- Saine Cessary
- Mbaye Cham
- Eric Church
- Dakha Deme
- Pathe Diagne
- Amadou Diallo
- Birama Diallo
- Monique Charette
- Cheikh Anta Diop
- Mallefe Drame
- Marilyn Escher
- Arame Fal/Diop
- J.C. Frye
- William Whitney Gage
- Pape A. Gaye
- Mademba Ngan Gueye
- Judith T. Irvine
- Omar Ka
- Boubacar Kane
- Gabriel Manessy
- Sarr Momodou
- Molly Melching
- Cheik A. Ndao
- Cheikh Tidiane Ndiaye
- Walter Pichl
- Keneth Robertson
- S. Sauvageot
- Hayib Sosseh
- W.A. Stewart
- Felipe Tejeda
- Dorothy Wills

8. EVALUATIONS

Reviewer: Omar Ka.

A. Learning Materials:

I. Identificion of materials:

1. *Wolof, an audio-aural approach*, Gaye.
2. *Nanu Jang Wolof*, Cham and Drame.
3. *Dakar Wolof, a basic course*, Nussbaum et al.
4. *Intermediate Wolof Textbook*, Jaan and Tejeda.

II. Printing:	1	2	3	4
a) Quality	Gd	--	--	--
b) Number of Pages	--	--	--	--

WOLOF (continued)

III. Dialect:	1	2	3	4
a) Indicated	--	--	--	--
b) Justified	--	--	--	--
c) Acceptable	Y	--	--	--

IV. Orthography:	1	2	3	4
a) Uses standard	--	--	--	--
b) Tone Marked	--	--	--	--

V. General Description:	1	2	3	4
a) Level	Beg	Beg	Beg	Int
b) Dependency	Ind	Ind	Ind	Ind
c) Methodology	A-A	--	--	--
d) Adaptability	Y	--	--	--
e) Overall ranking	Gd	Fa	Fa	Fa

VI. Organization:	1	2	3	4
a) Basis	G&C	--	--	--
b) Quality	Gd	--	--	--

VII. Grammar Analysis:	1	2	3	4
a) Adequacy	No	--	--	--
b) Thoroughness	--	--	--	--

VIII. Cultural Situations:	1	2	3	4
a) Representative	Y	--	--	--
b) Sufficient	--	--	--	--

IX. Chapter design:	1	2	3	4
a) Dialogs	30	--	--	--
b) Notes on Dialogs	0	--	--	--
c) Readings	0	--	--	--
d) Notes on Readings	0	--	--	--
e) Grammar Drills	10	--	--	--
f) Grammar Notes	0	--	--	--
g) Vocabulary	20	--	--	--
h) Tests	20	--	--	--
i) Illustrations	0	--	--	--
j) Communication Act.	10	--	--	--
k) Learning suggestions	0	--	--	--
l) Other	0	--	--	--

X. Overall Evaluation:

Only #1 is ranked as "good."

B. Descriptive Materials:

I. Identification of materials:

1. Description syntaxique d'un dialect Wolof, Sauvageot.
2. Grammaire de Wolof moderne, Diagne.

II. Printing:	1	2
a) Quality	Fa	--
b) Number of Pages	226	--

III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--

IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	NA	NA

WOLOF (continued)

V. General Description:	1	2
a) Level	Tch	Tch
b) Reference or Tech.	Tch	Tch
c) Overall ranking	--	--

VI. Organization:	1	2
a) Quality	--	--

VII. Presentation:	1	2
a) Thoroughness	--	--
b) Adequate for Ref.	Pr	Gd
c) Adequate as Tech.	Pr	Gd
d) Examples given	Y	--
e) And translated	Y	--
f) Explanations clear	Us	--

VIII. Grammar Analysis:	1	2
a) Phonology	Y	--
b) Tone	NA	--
c) Morphology	Y	--
d) Syntax	N	--

IX. Overall Evaluation:

Both #1 and #2 are technical grammars and not really suitable as student reference grammars.

C. Dictionaries

I. Identification of dictionaries:

1. Lexique Wolof-Francais, C.L.A.D./I.F.A.N.
2. Dictionnaire Wolof-Francais, Kobes.

II. Printing:	1	2
a) Quality	Fa	--
b) Number of Pages	*	--

III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--

IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	NA	NA
c) Pronuncations Given	Y	--
d) Pron. Accurate	Y	--

V. General Description:	1	2
a) Level	B/I	--
b) Intended for learn.?	--	--
c) Use as student dict.	--	--
d) Overall ranking	Ex	Fa

VI. Entries:	1	2
a) Number of entries	5K	--
b) Parts of speech	Y	--
c) Examples given	Y	--
d) And translated	Y	--
e) Explanations clear	Y	--

WOLOF (continued)

VII. Notes and Comments:

1. This dictionary takes into account linguistic criteria. It includes the most common words of the language following the results of a linguistic survey. There are 200 pages in each volume.

VIII. Overall Evaluation:

Number one is ranked as "excellent", while #2 is given a "fair" ranking.

D. Reading Materials:

I. Identification of materials:

1. Jukib tanneefu baat yu sax, Diop.
2. Demb ak Tey, C.E.C. Dakar (bimonthly).
3. Recueil de Texts Litteraires, I.F.A.N. Dakar.

II. Printing:	1	2	3
a) Quality	Fa	--	--
b) Number of Pages	85	--	--
III. Dialect:	1	2	3
a) Indicated	--	--	--
b) Justified	--	--	--
c) Acceptable	--	--	--
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	NA	NA	NA
V. General Description:	1	2	3
a) Level	Adv	--	--
b) Intended as reader	N	--	--
c) Use as reader	Gd	Gd	Gd
d) Overall ranking	Gd	Gd	Gd
VI. Organization:	1	2	3
a) Basis	S	--	--
b) Quality	*	--	--
VII. Annotations:	1	2	3
a) Given	N	N	--
b) Helpful	--	--	--
c) Readings translated	Y	--	--

VIII. Notes and Comments:

1. This collection needs more variety in the range of topics presented.

IX. Overall Evaluation:

All readings are rated as "good."

9. BIBLIOGRAPHY

A. Learning Materials

Cham, M., and M. Drame.
1981 Nanu Jang Wolof. Urbana: African Studies Center, University of Illinois.
Dia, O., and others.
1975 Pour parler Wolof. 2 vols. Dakar: C.L.A.D.

WOLOF (continued)

Gaye, Pape A.
1980 Wolof an audio-aural approach. Lome, Togo: Regional Training Resource Office, Peace Corps.

Librairies Sankore.
1978 Manuel de Conversation. Dakar: Libraries Sankore.

Nussbaum, Loren.
1966 A Teaching Aid to Spoken Dakar Wolof. Washington, D.C: Center for Applied Linguistics.

------, and others.
1970 Dakar Wolof: A Basic Course. Washington, D.C.: Center for Applied Linguistics.

Sosseh, Hayib.
197- Bob Ag Momodou, A basic Olof course with cultural notes. Banjul, The Gambia: Peace Corps. Pp. 79.

Stewart, William Alexander.
1966 Introductory Course in Dakar Wolof. Washington, D.C.: Center for Applied Linguistics. Pp. 398.

Tejeda, F.
1983 Intermediate Wolof Textbook. Oakland, Ca.: GRT Publishers.

B. Descriptions

Calvet, M.S.
1965 Etude Phonetique des voyelles du Wolof. Dakar: C.L.A.D.

Diagne, Pathe.
1971 Grammaire de wolof moderne. Paris: Presence africaine. Pp. 229.

Dialo, A.
1979 Structures fondamentales du lexique wolof. Nice: Faculte des Lettres de l'Universite de Nice.
1981 Une phonologie du wolof. Dakar: Centre de Linguistique Appliquee de Dakar (CLAD). Pp. 60.

Diop, A., and O. Dia.
1967 Choix de textes wolof, transcrits et traduits d'apres des enregistrements realises par le C.L.A.D. Dakar: Centre Linguistique Appliquee de Dakar.

Escher, Marilyn.
n.d. Semantic Trees. Pp. 24.

Feagin, Louise Crawford.
1966 "The Phonology of the Word in Dakar Wolof." M.S. thesis, Georgetown University. Pp. iv, 111.

Gamble, D.
1958 Wolof et Serer. Elementary Wolof grammar, edited by G. Manessy and S. Sauvageoty. Publication No. 12. Dakar: Section de Langues et Literatures, Universite de Dakar. Pp. 131-61.

Ka, O.
1981 La derivation et la composition en Wolof. Dakar: C.L.A.D.

WOLOF (continued)

Manessy, Gabriel.

1963 *Wolof et Serer; Etudes de Phonetique et de Grammaire Descriptive*. Dakar: Universite de Dakar.

Njie, Codou Mbassy.

1982 *Description Syntaxique du Wolof du Gambie*. Dakar: Nouvelles Editions Africaines.

Sauvageot, S.

1965 *Description synchronique d'un dialecte Wolof: le parler de Dyolof*. Dakar: IFAN.

C. *Dictionaries*

Diaw, A.

1976 *Un vocabulaire Wolof de la faune anu Senegal*. Dakar: C.L.A.D.

------.

1981 *Un vocabulaire Wolof de la flore au Senegal*. Dakar: C.L.A.D.

Diop, A., and others.

1971 *Les cent et les quinze cents mots les plus frequents de la langue Wolof*. Dakar: C.L.A.D.

------.

1974 *Lexique Alphabetique et Analytique du Wolof fondamental*. Dakar: C.L.A.D.

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1974 *Dictionnaire de Synonyms: Termes Abstraits*.

Institut des langues Nationales de Mauritarie.

n.d. *Terminologies en Wolof*. Nouackchott, Mauritania: Department de la Recherche, I.L.N.M.

Kobes, A.

1923 *Dictionnaire Volof-Francais*. Dakar: Mission Catholique.

1923 *Dictionaire wolof-francais*. New ed. Dakar: Mission Catholique.

Tejeda, F.

n.d. *Wolof, Mandinka, Pulaar, Diola-F, Senegambian Cross-Cultural Handbook*, 25 ea.

D. *Readers*

Copans, Jean.

1968 *Contes Wolof du Baol (Senegal)*. Dakar: Centre ORSTOM de Dakar-Hann.

Diagne, Pathe.

1971 *Teerebtanu Ladab ci Walaf:, Anthologie Wolof de Litterature*. Dakar: Universite de Dakar.

E. *Other*

Diabne, P.

n.d. *Xamxamu seetlu*. Dakar: C.L.A.D.

WOLOF (continued)

Doneux, J.L.
1975 *Queele phonologie pour le Wolof?* Dakar: C.L.A.D.
Manessy, G., and S. Sauvageot.
1963 *Wolof et Serer*. Dakar: University of Dakar.
Whiteley, W.H.
1971 *The elaboration of basic Wolof*. In: *Language Use and Social Change*, I.A.I. London: Oxford University Press. Pp. 274-87.
Wioland, F.
1965 *L'expansion du Wolof au Senegal*. Dakar: C.L.A.D.

1 CLASSIFICATION AND WHERE SPOKEN

Xhosa, Zulu, Swazi, and Ndebele are langauges in the Nguni group of Bantu (Guthrie S40). Xhosa is spoken in the Transkei coastal region of South Africa; Zulu, south of Swaziland inland and along the coast; Swazi, in Swaziland; all three are spoken in South Africa. Ownby (personal communication, 1986) notes that "there are three distinct dialects of Ndebele: Northern Transvaal Ndebele (on the verge of extinction), Southern Transvaal Ndebele and that spoken in Zimbabwe."

2 NUMBER OF SPEAKERS

WTPR (1982) notes 380,000 Ndebele speakers; 716,000 Swazi speakers; 4,435,000 Xhosa speakers, and 5,421,000 Zulu speakers. Figures from South Africa's Race Relations Annual Survey (1981) show 480,000 Ndebele speakers.

3 USAGE

Zulu is spoken in Zululand. Xhosa is the national language of the Transkei and the Ciskei. Swazi is the national language of Swaziland. Ndebele is taught as a subject in Zimbabwean schools.

4 DIALECT SURVEY

J.A. Louw (personal communication, 1982) reports (Ndzunda-Manala) Ndebele is "a Zulu dialect insofar as it is mutually intelligible with Zulu."

5 ORTHOGRAPHY STATUS

All four languages have standardized orthographies.

6 SETS OF LEARNING MATERIALS RECOMMENDED

Separate sets of materials are recommended for Swazi, Ndebele, Xhosa, and Zulu.

7 RESOURCES

A. Institutional Resources
*Baptist Publication
*Boston University
California State University at Long Beach
Cambridge University
*Howard University
*Indiana University
*Institute for Research into Language and the Arts, Pretoria
*Johannesburg College of Education
*Michigan State University
Potchefstroom University
*Rand Afrikaans University

XHOSA/ZULU/SWAZI/NDEBELE (Continued)

*Rhodes University
*University of Bern, Dozentur fur Afrikanistik
*University of California at Los Angeles
*University of Cape Town
*University of Illinois at Urbana-Champaign
*University of London (SOAS)
University of Marburg
*University of Natal
*University of Orange Free State
*University of Port Elizabeth
*University of Pretoria
*University of South Africa
University of South Africa, Pretoria
*University of Stellenbosch
University of the North, Transvaal
*University of the Western Cape
*University of Transkei
*University of Wisconsin-Madison
*University of Witwatersrand
University of Zululand
*Yale University

B. Individual Resources

Linda Arvanites, Zulu
G. Brokensha, G., Zulu
T. Cope, Zulu
Stanley Cushingham, Zulu
A. Daniels, Xhosa
J. Dhlomo, Zulu
Clement M. Doke, Zulu
E.J. Dorfling, Zulu
J.T. Engelbrecht, Xhosa
B. du Plessis Goslin, Zulu
J.A. du Plessis, Xhosa, Zulu
S. Gous, Xhosa
H.C. Groenewald, Zulu
W.M. Gule, Zulu
D.S. Gxilishe, Xhosa
A.P. Hendrikse, Xhosa
Larry Hills, Xhosa
B. Ingram, Xhosa
Dorcas Jafta, Xhosa
J.S.M. Khumalo, Zulu
W.J. Kruger, Xhosa
M.B. Jr. Kumalo, Zulu
Mazisi Kunene, Zulu
Daniel Kunene, Xhosa
Wandile F. Kuse, Xhosa
G.T. Ligthelm, Zulz
J.A. Louw, Xh, Zulu, Ndebele
J.K. Marbuza, Zulu
L.M. Mbadi, Xhosa
P.B. Mngadi, Zulu
P.C. Mokgokong, Zulu
C.T. Msimang, Zulu
Beverly Muller, Zulu
Douglas Mzob, Zulu
S.J. Neethling, Xhosa
Ngcongwone, Zulu
G.S. Nienaber, Zulu
N. Nkosi, Zulu
D. BZ Ntuli, Zulu
C.L.S. Nyembezi, Zulu
Gregory John Orr, Zulu
Carolan Postma Ownby
H.W. Pahl, Xhosa
Bernadette Petto, Zulu
Lionel C. Posthumus, Zulu
Justus C. Roux, Xhosa
S. Satyo, Xhosa
A.B. Stuurman, Xhosa
D. Rycroft, Zulu
C.V.P. Shwala, Zulu
S. Skikna, Zulu
A. Strachan, Zulu
Jeff Thomas, Zulu
Anthony Traill, Zulu
P.M.S. Von Staden, Zulu
A. Van Huyssteen
A. Wilkes, Zulu
Marilyn Wood, Zulu

S. Mbiza, Xhosa
R.M. Mfeka, Zulu
J.M. Xulu, Zulu

8. EVALUATIONS

Reviewer: Stanley L. Cushingham and Carolan P. Ownby

A. Swazi Learning Materials:

I. Identification of materials:

1. **Corum, An introduction to the siSwati language**, 1974
2. **Rycroft, Say it in siSwati**, 1975

II. Printing:	1	2
a) Quality	G	F
b) Number of Pages	288	233
III. Dialect:	1	2
a) Indicated	Y	Y
b) Justified		
c) Acceptable		
IV. Orthography:	1	2
a) Uses standard		
b) Tone Marked	N	Y
V. General Description:	1	2
a) Level	B	B
b) Dependency	I	--
c) Methodology	AL	Nat
d) Adaptability		
e) Overall ranking	G	G
VI. Organization:	1	2
a) Basis		
b) Quality		
VII. Grammar Analysis:	1	2
a) Adequacy		
b) Thoroughness		
VIII. Cultural Situations:	1	2
a) Representative	Y	Y
b) Sufficient		
IX. Chapter design:	1	2
a) Dialogs	25	35
b) Notes on Dialogs		
c) Readings		
d) Grammar Drills	25	10
e) Grammar Notes	30	10
f) Vocabulary	20	10
g) Tests		
h) Illustrations		
i) Communication Act.		35
j) Learning suggestions		
k) Other		

Nat = Natural

XHOSA/ZULU/SWAZI/NDEBELE (Continued)

VIII. Grammar Analysis:	1
a) Phonology	N
b) Tone	N
c) Morphology	Y
d) Syntax	Y

B. Swazi Dictionaries

I. Identification of dictionaries:

1. Rycroft, Concise siSwati Dictionary, 2nd imp., 1982

II. Printing:	1
a) Quality	E
b) Number of Pages	189
III. Dialect:	1
a) Indicated	Y
b) Justified	--
IV. Entries:	1
a) Number of entries	6.6K
b) Parts of speech	Y
c) Examples given	N
d) And translated	NA
e) Explanations clear	Us

V. Notes and Comments:

1. As the title suggests, this dictionary contains only a fraction of the vocabulary which the compiler has assembled. It is the only dictionary currently available for Swati. The compiler's emphasis on tone is appreciated.

E. Swazi Reading Materials:
NOT GIVEN

XHOSA/ZULU/SWAZI/NDEBELE (Continued)

E. Xhosa Learning Materials:

I. Identification of materials:

1. Jordan, A Practical Course in Xhosa, 1966
2. Riordan et al., Lumko Self-Instruction Course, 1969

II. Printing:	1	2
a) Quality	G	G
b) Number of Pages	213	380
III. Dialect:	1	2
a) Indicated	Y	Y
b) Justified		
c) Acceptable		
IV. Orthography:	1	2
a) Uses standard		
b) Tone Marked	Y	Y
V. General Description:	1	2
a) Level	B	B
b) Dependency	D	I
c) Methodology	AL	OL
d) Adaptability		
e) Overall ranking	G	E
VI. Organization:	1	2
a) Basis		
b) Quality		
VII. Grammar Analysis:	1	2
a) Adequacy		
b) Thoroughness		
VIII. Cultural Situations:	1	2
a) Representative	Y	Y
b) Sufficient		
IX. Chapter design:	1	2
a) Dialogs	15	10
b) Notes on Dialogs	20	
c) Readings		
d) Grammar Drills	15	35
e) Grammar Notes	45	10
f) Vocabulary	5	5
g) Tests		10*
h) Illustrations		20
i) Communication Act.		
j) Learning suggestions		
k) Other		10+

* = translation drill/tests; + = review.

OL = Orally and/or literately oriented self-instructional.

E. Xhosa Descriptive Materials:

I. Identification of materials:*

1. Bennie, A Grammar of Xhosa for the Xhosa-speaking, 1953.
2. Louw, Handboek van Xhosa, 1963
3. McLaren, A Xhosa Grammar, 4th ed., 1955
4. Pahl, IsiXhosa, 3rd ed., 2nd imp., 1983

XHOSA/ZULU/SWAZI/NDEBELE (Continued)

II. Printing:	1	2	3	4
a) Quality	F	G	E/G	E
b) Number of Pages	169	268	247	299
III. Dialect:	1	2	3	4
a) Indicated	Y	Y	Y	Y
b) Justified				
c) Acceptable				
IV. Orthography:	1	2	3	4
a) Uses standard				
b) Tone Marked	F	Y	N*+	Y
V. General Description:	1	2	3	4
a) Level	IA	IA	B/I	A
b) Reference or Tech.	R	R	R	R
c) Overall ranking	G	G	G	G
VI. Organization:	1	2	3	4
a) Basis				
b) Quality				
VII. Presentation:	1	2	3	4
a) Thouroghness				
b) Adequate for Ref.	G	G	G	G
c) Adequate as Tech.				
d) Examples given	Y	Y	Y	Y
e) And translated	Oc	Y	Y	N
f) Explanations clear	Y	Y	Y	--
VIII. Grammar Analysis:	1	2	3	4
a) Phonology	Y	Y	Y	Y
b) Tone	Smw	Y	Y*+	Y
c) Morphology	Y	Y	Y	Y
d) Syntax	Y	Y	Y	Y

IX. Notes and Comments:

* None of these titles is without major problems. A better work needs to be produced. Rankings are relative without regard to base language and do not necessarily carry an indorsement for student use.

*+ Tone is explained but not marked.

Smw = somewhat

F. Dictionaries

I. Identification of dictionaries:

1. No Author, Dictionary: English-Xhosa, Xhosa-English, 1969
2. No Author, Woordeboek: Africaans-Xhosa, Xhosa-Africaans.
3. Arosi & Jolobe, Xhosa Grammatical Terminology, 1948
4. Jennings, The Concise Trilingual Dictionary in English, Xhosa, Africaans, 3rd ed., 1964
5. McLaren, A New Concise Xhosa-English Dictionary, 1963
6. Nabe et al., Xhosa Dictionary, 2nd imp., 1979
7. S. Africa. Dept. of Education and Training, #3, Xhosa, 1972
8. Stewart, A Xhosa Phrase Book and Vocabulary, 1961

XHOSA/ZULU/SWAZI/NDEBELE (Continued)

II. Printing:	1	2	3	4	5	6	7	8
a) Quality	E	E	G	G	E	G	E	G
b) Number of Pages	81	90	20	159	194	153	240	157
III. Dialect:	1	2	3	4	5	6	7	8
a) Indicated	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified								
c) Acceptable								
IV. Orthography:	1	2	3	4	5	6	7	8
a) Uses standard								
b) Tone Marked	Oc*	Oc*	N	NA	Oc	N	NA	NA
c) Pronuncations Given								
d) Pron. Accurate								
V. General Description:	1	2	3	4	5	6	7	8
a) Level	I	I	IA	I	IA	IA	IA	I
b) Intended Use								
c) Use as student dict.	C	C	H,C	C	C	H,C		H,C
d) Overall ranking	F	F	F	F	G	F	F	F

* This refers to Xhosa-English and Xhosa-Africaans sections only.

VI. Entries:	1	2	3	4	5	6	7	8
a) Number of entries	5K	5K	358	3K	6K	10K	9K	4K
b) Parts of speech	Y	Y	N	Oc	Y	Y	Oc	Y
c) Examples given	Oc	N	Oc	N	Oc	N	N	Oc
d) And translated	Y	NA	N	NA	Y	NA	NA	Y
e) Explanations clear	Y	Y	--	Oc	Y	NA	Y	Us

VII. Notes and Comments:

1. This work includes only a prepended pronunciation guide. Tone is marked only for tonally contrasting entries; few examples are given.
2. What is true of #1 holds true for #2 also.
3. No tonal information, no explanation of meanings, narrow scope, older orthography.
4. The work is in the form of word-lists only; contains no pronunciation, derivatives, or examples.
5. Lacks tone marking for most words; pronunciation not given. Includes derivatives and geographical names. Uses current standard orthography.
6. This is a trilingual work with two parts; it includes on phonetic or tonal information, no examples, and no Xhosa grammatical information.
7. The work includes an excellent range of modern vocabulary, but it is merely a word-list. It includes no pronunciation, no examples, and only a few parts of speech.
8. Contains no pronunciation information. The only illustrations are found in the phrase book section. Some explanations are unclear or incorrect.

F. Xhosa Reading Materials:
NOT GIVEN

G. Zulu Learning Materials:

I. Identification of materials:

1. No Author, An Easy Zulu Vocabulary and Phrase Book, with Grammatical Notes, 24th Ed., 1973
2. Cope, Zulu: A Comprehensive Course in the Zulu Language, 1983
3. Engelbrecht, Zoeloe-leerboek, 3rd. rev. & corrected ed., 1962
4. Fox, Juta's First Zulu Manual with Vocabulary, 1950
5. Malcolm, A New Zulu Manual, 2nd ed., 1966
6. Nyembezi, Learn Zulu, 4th ed., rev. & enlarged, 1972
7. Rycroft, Say It in Zulu, 1981
8. Stuart, A Zulu Grammar for Beginners, 4th. ed., rev., 1940
9. Ziervogel, A Handbook of the Zulu Language, 2nd. ed., 1976
10. Nyembezi, Learn More Zulu, 1970

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	E	G	E	E	E	G	F	E	E	E
b) Number of Pages	54	213	157	116	284	247	368	159	251	548
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified										
c) Acceptable										
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard										
b) Tone Marked	N	Y	N	N	N	N	Y	N	N	N
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	B	B	B	B	B	B	B	B	B	A
b) Dependency	D	Ind	D	D	D	D	Ind	D	D	D
c) Methodology		Gr	AL	Gr	TrS	TrS	OrS	TrS	Str	TrS
d) Adaptability										
e) Overall ranking	P	G	F	F	F	F	E	F	F	G
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Basis										
b) Quality										
VII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Adequacy										
b) Thoroughness										
VIII. Cultural Sit.	1	2	3	4	5	6	7	8	9	10
a) Representative	N	Y	--	NA	NA	Y	Y	NA	NA	Y
b) Sufficient										

XHOSA/ZULU/SWAZI/NDEBELE (Continued)

IX. Chapter design:	1	2	3	4	5	6	7	8	9	10
a) Dialogs		10					15			5
b) Notes on Dialogs							2			
c) Readings			35*			10	18*			5
d) Grammar Drills		45	40	10	25		30	5	15	10
e) Grammar Notes	15	35		65	65	60	15	75	70	10
f) Vocabulary	50	5	5	25	10	10	10	5	15	5
g) Tests								20		
h) Illustrations		5					10			
i) Communication Act.	35									
j) Learning suggestions										
k) Other			20+			20+				60++

* Readings & Notes; + Translation Exercises; ++ grammar e.g.s

X. Notes and Comments:

2. Methodology: functionally organized grammatical approach stressing oral and literate modes.
3. The methodology followed is an early type of audio-lingual approach with readings instead of audio materials and translation drills in place of pattern drills.
4. The book is grammatically-oriented with some functional overlay.
5. TrStr = traditional structural approach.
6. Traditional structural approach with textual materials appended.
7. Orally oriented with structural explication.
10. Traditional structural approach with textual materials.

H. Zulu Descriptive Materials:

I. Identification of materials:

Doke, Textbook of Zulu Grammar, 6th. ed. rep. 1983
Doke, Zulu Syntax and Idiom, 1955
Nyembezi, Uhlelo LwesiZulu, 4th ed., rev., 1963
Okhotina, Iazyk Zulu, 1961
van Eeden, Zoeloe-Grammatica, 1956

II. Printing:	1	2	3	4	5
a) Quality	E	E	E	G	G
b) Number of Pages	387	234	281	72	777

III. Dialect:	1	2	3	4	5
a) Indicated	Y	Y	Y	Y	Y
b) Justified					
c) Acceptable					

IV. Orthography:	1	2	3	4	5
a) Uses standard					
b) Tone Marked	Y	Y	N	N	N

V. General Description:	1	2	3	4	5
a) Level	IA	IA	A	I	A
b) Reference or Tech.	R	R	R	R	R
c) Overall ranking	E	G	E	F	E/G

VI. Organization:	1	2	3	4	5
a) Basis					
b) Quality					

XHOSA/ZULU/SWAZI/NDEBELE (Continued)

VII. Presentation:	1	2	3	4	5
a) Thoroughness					
b) Adequate for Ref.	Y	Y	Y	Y	Y
c) Adequate as Tech.					
d) Examples given	Y	Y	Y	Y	Y
e) And translated	Y	Y	Y	Y	Y
f) Explanations clear	Y	Y	Y	Y	Y
VIII. Grammar Analysis:	1	2	3	4	5
a) Phonology	Y	Y	N	Y	Y
b) Tone	Y	Y	N	N	N
c) Morphology	Y	Y	Y	Y	Y
d) Syntax	Y	Y	N	N	Y

H. Dictionaries

I. Identification of dictionaries:

1. Bryant, An Abridged English-Zulu Word-book, 11th ed., 1971
2. Colenso, Zulu-English Dictionary, rep. 1967
3. Dent, Compact Zulu Dictionary: Eng.-Zulu, Zulu-Eng., 1961
4. Dent, Scholar's Zulu Dict.: Eng.-Zulu, Zulu-Eng., 1983
5. Dohne, A Zulu-Kafir Dictionary, rep. 1967
6. Doke et al., English and Zulu Dictionary, rep. 1977
7. Doke et al., English-Zulu Dictionary, 1958
8. Doke et al., Zulu-English Dictionary, rep. 1972
9. Doke, Zulu-English Vocabulary, rep. 1971
10. Dekker & Ries, Woordeboek: Africaans-Zoeloe, Z.-Afr., 1958

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	E	F	E	E	G	E	E	E	E	E
b) Number of Pages	432	728	147	519	417	914	572	918	342	459
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
b) Justified										
c) Acceptable										
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard										
b) Tone Marked	NA	N	N	NA	N	Y	NA	Y	Oc	NA
c) Pronuncations Given										
d) Pron. Accurate										
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	A	IA	I	IA	A	IA	BIA	IA	IA	IA
b) Intended Use										
c) Use as student dict.	H,C		I	H,C		H,C	H,C	H,C	C	C
d) Overall ranking	F	F	F	F	F	G	E	E	G	G
VI. Entries:	1	2	3	4	5	6	7	8	9	10
a) Number of entries	13K	11K	4K	15K	6K	24K	23K	30K	24K	15K
b) Parts of speech	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
c) Examples given	N	Oc	N	N	Us	Oc	Oc	Y	N	N
d) And translated	NA	Y	NA	NA	Y	Y	Y	Y	NA	NA
e) Explanations clear	NA	Y	NA	Y	Y	Y	Y	Y	Y	Y

VII. Notes and Comments:

1. No phonetic information or examples. Relatively large lexicon, including a few phrases.
2. Contains no tonal or overt phonetic information. It has been superseded by more comprehensive works.
4. Contains no information on pronunciation or tone. Does not separately list unrelated homonyms. Broad coverage in a compact volume.
5. The work is very old and includes nothing on tone.
6 Large lexicon. English section includes complete pronunciation information. Zulu section contains only occassional tone-marking. In general, the work contains only a few examples.
7. An excellent dictionary. Contains everything one would want in a dictionary.
8. All entries tone-marked. The dictionary includes etymologies, examples, cross-referencing. Comprehensive in scope.
9. All phonological segments are distinguished. Tone included for some entries only. No examples. Contains a very large lexicon.
10. No tone-marking, but broad coverage. Entries include additional information narrowing meanings or contexts.

I. Reading Materials:

I. Identification of materials:

1. Nyembezi, Igoda, 8 vols., 1962-64

II. Printing:	1
a) Quality	G
b) Number of Pages	--
III. Dialect:	1
a) Indicated	Y
b) Justified	
c) Acceptable	
IV. Orthography:	1
a) Uses standard	
b) Tone Marked	N
V. General Description:	1
a) Level	BIA
b) Intended as reader	
c) Use as reader	
d) Overall ranking	G
VI. Organization:	1
a) Basis	
b) Quality	
VII. Annotations:	1
a) Given	N
b) Helpful	
c) Readings translated	N

IX. Notes and Comments:

This series was written by a native speaker for Zulu primary school pupils and contains no material in translation.

9. BIBLIOGRAPHY

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1966 *A Practical Course in Xhosa*. Johannesburg: Longmans.
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Oosthuysen, Jacobus C., Jr.
1967 *Leer self Xhosa*. Cape Town: Juta. Pp. 153.
Riordan, J.
1967 *Xhosa Language Laboratory Course*. Lumiu, Cape Providence, South Africa: Center for Language and Culture Studies, Missiological Institute. Pp. 184, also tapes.
------, and others.
1969 *Lumko Xhosa Self-Instruction*. Grahamstown, South Africa: Institute of Social and Economic Research, Rhodes University. Pp. 380, also tapes.

B. Zulu Learning Materials

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1963 *Textbook of Zulu Grammar*. Longmans and the University of the Witwatersrand.

C. Fanagalo Learning Materials

Erasmus, Johannes S., and K.I. Baucom.
1976 *Fanagalo through the medium of English: a language laboratory course*. Johannesburg: Anglo-American Corporation of South Africa. Pp. 91.

D. Swazi Learning Materials

Corum, Claudia W.
1978 *An Introduction to the Swazi (siSwati) Langauge*. Bloomington: African Studies Program, Indiana University. Pp. 278, 17 tapes.
Ziervogel, D. and E.J. Mabuza.
1976 *A Grammar of the Swati Language*. Pretoria: J.L. van Schaik.

E. Ndebele Descriptions:

Ziervogel, D.
1959 *A Grammar of Northern Transvall Ndebele*. Pretoria: J.L. van Schaik.

F. Xhosa Descriptions:

Appleyard, J.W.
1850 *The Kafir Language*. King William's Town.
Boyce, William B.
1863 *A Grammar of the Kaffir Language*. Third Edition, augmented by William J. Davis. London.
Louw, Jacobus Abraham.
1963 *Handboek van Xhosa*. Johannesburg: Bonapers Beperk. Pp. 268.
1968 *The Inotonation of the Sentence and its Constituent Parts in Xhosa and Tsonga*. Pretoria: University of South Africa, Pp. 154, also tapes.
McLaren, J.
1955 *A Xhosa Grammar*. Cape Town: Longmans, Green and Co.
Wentzel, Petrus Johannes, and others.
1972 *Xhosa-Taalboek*. 1st ed. Johannesburg: Perskor. Pp. 119.
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1967 *Tonal Profiles of Xosa Nominals and Verbonominals*. Cape Town: University of Cape Town.
No Author.
n.d. *Xhosa Coversational Manual*. 2 vols. Series of African Languages, No. 3. Stellenbosch: Tegnidisc. Also records.

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Grout, Lewis
1859 *The IsiZulu: A Grammar of the Zulu Language Accompanied with a Historical Introduction*. Pietermaritzburg: May and Davis.
Van Eeden, B.I.C.
1956 *Zoeloe-Grammatika (Afrikaans)*. Pretoria: The University of Pretoria.
Ziervogel, D., and J.A. Louw.
1976 *A Handbook of the Zulu Language*. Pretoria: Van Schaik. Pp. 251.

H. Swazi Dictionaries

Rycroft, D.K.
1981 *Concise SiSwati Dictionary*. Pretoria: J.L. van Schaik.

I. Ndebele Dictionaries

Pelling, J.N.
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XHOSA/ZULU/SWAZI/NDEBELE (Continued)

J. Xhosa Dictionaries

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K. Zulu Dictionaries

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Dohne, J.L.
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Doke, Clement M., and Malcolm Sikakana.
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1972 Zulu-English Dictionary. Johannesburg: Witwatersrand University Press. Pp. 918.
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Roberts, Charles
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Kavanagh, Robert, and Z.S. Oangule.
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Pahl, H.W.
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L. Ndebele Readers

Van Warmelo, N.J.
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M. Swazi Readers

Englebrecht, J.A.
1930 Swazi Texts with Notes. Annals of the University of Stellenbosh, 8B2: 1-21.

N. Others

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1970 Amavo. Johannesburg: University of the Witwatersrand Press.
Mqhayi, Samuel Edward Krune.
1974 Inzuzo. Johannesburg: Witwatersrand University Press.
Ngani, Alf. Z.
1965 Intlaba-Mkhosi (Izibongo ZesiXhosa). Lovedale Press.
Ngani, M.A.P.
n.d. Umqol ' Uphandle. Cape Town: Via Africa Publishers.
1959 Abantwana Bethu. Lovedale Press.
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1972 Izagweba. Johannesburg: Educum Publishers.
Scheub, Harold Ernest.
1975 The Xhosa Ntsomi. Oxford: Clarendon Press.
Wahlasela, Benjamin Ezra Nuttall.
1973 Some Xhosa Idioms and Expressions. Grahamstown: Department of African Languages, Rhodes University. Pp. 41.
Yako, H.N.
1971 Isiphetho Sombulali Kukufa Namanye Amabalana Amafutshane. Cape Town: Via Afrika.

YAO/MAKONDE B-30

1 CLASSIFICATION AND WHERE SPOKEN

These languages, known as the Yao Group of Bantu (Guthrie P20), include Yao (spoken by the Yao, primarily in southern Malawi but also in southeastern Tanzania and in Mozambique), and Makonde (spoken by the Makonde, primarily in southeastern Tanzania and in Mozambique).

2 NUMBER OF SPEAKERS

Nurse (1980) suggests "there are well over 1 million Yao"; Voegelin and Voegelin (1977) note 1 million Makonde. WTPR (1982) reports 600,000 Makonde in Malawi. Alexandre (1981) estimates more than one million for the entire group.

3 USAGE

Yao and Makonde are local first languages.

4 DIALECT SURVEY

No thorough Yao dialect survey has come to our attention. Nurse (1980, p. 127) believes that more work needs to be done on the Makonde dialect situation but notes: "Makonde is said to have as dialects: (a) ci-nninma, (b) ci-mihuta, (c) ki-maraba and (d) ki-maviha, but there is some debate about whether the last two are to be considered dialects or languages."

5 ORTHOGRAPHY STATUS

The existence of a standardized orthography for either Yao or Makonde is unknown to us as of this writing.

6 SETS OF LEARNING MATERIALS RECOMMENDED

The number of separate sets of learning materials needed is unclear.

7 RESOURCES

A. Institutional Resources

We have received no information concerning institutions involved in the teaching or study of this language.

B. Individual Resources

We have received no information concerning individuals involved in the teaching or study of this language.

8. EVALUATIONS

We were unable to identify anyone willing to undertake the evaluation of the Yao/Makonde materials.

9. BIBLIOGRAPHY

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1955 Manuel elementaire de langue bulu. Paris: Centre des Hautes Etudes.
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1968 Bulu Text. Leland Training Center, U.S. Peace Corps. Pp. 189.

B. Descriptions

Abega, P.
1969 La grammaire de l'ewondo. Yaounde: Universite Federale du Cameroun. Pp. 135.
Harries, Lyndon.
1950 A Grammar of Mwera. Johannesburg: Witwatersrand University Press. Pp. 128.
Sanderson, George Meredith.
1922 A Yao Grammar. New York: Macmillan.
Whiteley, W.H.
1966 A Study of Yao Sentences. Oxford: Clarendon Press.

C. Dictionaries

Galley, S.
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Sanderson, G. Meredith.
1954 A Dictionary of the Yao Language. Zomba, Malawi: Government Printer. Pp. 440.

D. Readers

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1966 Os Macondes de Mocambique, IV. Sabedoria, lingua, literature e jogos. Lisbon: Junta de Investigacoes do Ultramar, Centro de estudos de anthropologia cultural.
Harries, Lyndon.
n.d. Mawiha Texts. Johannesburg: Witwatersrand U.Press.

YORUBA A-23

1 CLASSIFICATION AND WHERE SPOKEN

Yoruba belongs to the Yoruba Group of Kwa and is spoken in the southwestern part of Nigeria (Lagos, Ogun, Ondo, Oyo and parts of Kwara states) as well as in enclaves in Benin and Togo.

2 NUMBER OF SPEAKERS

WTPR (1982) estimates 15 million speakers in Nigeria.

3 USAGE

Yoruba is one of the major languages of Nigeria and is an official (national) language.

4 DIALECT SURVEY

Herault (1981) states there are 17 dialects of Yoruba. Various respondents consider Oyo-Ibadan Yoruba to be the literary standard.

5 ORTHOGRAPHY STATUS

Oyo-Ibadan Yoruba is generally taken to be the literary standard, thus representing a standardized orthography.

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set of materials would be sufficient. However, Ishekiri, a widely divergent dialect of Yoruba (Voegelin and Voegelin 1977), may require separate materials.

7 RESOURCES

A. Institutional Resources
  *Bowling Green State University
  *Boston University
  California State University at Fresno
  *Cambridge University
  *City University of New York
  *Harvard University
  Herbert H. Lehman College
  *Howard University
  *Iowa State College
  *Kent State University
  *Michigan State University
  Nigeria Educational Research Council
  *SUNY, Buffalo
  *Southern Illinois University
  *Stanford University
  *University of California at Berkeley
  *University of California at Los Angeles
  *University of Cologne (Inst. fur Afrikanistik)

YORUBA (continued)

- *University of Florida
- University of Ife
- *University of Illinois at Urbana-Champaign
- *University of Ilorin
- University of London
- *University of Pittsburg
- University of Vienna
- *University of Wisconsin
- *Western Washington State College
- *Yale University

B. Individual Resources

- Wayne Abimbola
- A. Adetugbo
- John Adive
- Michael Afolayan
- Funso Akere
- F. Niyi Akinnaso
- Akintola
- Titus Adebisi Amoo
- Robert G. Armstrong
- Oladelle Awobulyi
- A. Awolalu
- Yiwola Awoyale
- Adeboye Babalola
- B.R. Badejo
- Ayo Bamgbose
- Karin Barber
- Karen Courteney
- Stanley Cushingham
- Ivan Dihoff
- S.A. Ekundayo
- Baruch Elimelech
- A.B. Fafunwa
- Isaac George
- Father Bob Hales
- Jean-Marie Hombert
- Stephen R. Luckau
- Tony Obliade
- Babatunde Ogunpolu
- J.A. Ogunsina
- Afolabi Olabimtan
- Afolabi Olabode
- Niyi Oladeji
- O. Olajubu
- Omotayo Olutoye
- Opeoluwa Onabajo
- Onabajo Opeoluwa
- Yusuf Ore
- Olasope O. Oyeleran
- Douglas Pulleyblank
- Kiyoshi Shimizu
- Akin Shode
- Herbert Stahlke
- Jan Sterk
- Dennis Warren
- R.W. Wescott

8. EVALUATIONS

The evaluations of the Yoruba learning materials were not received to be included in this edition.

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YORUBA (continued)

B. Descriptions

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ZANDE B-30

1 CLASSIFICATION AND WHERE SPOKEN

Zande is a language of the Ubangi subgroup of Adamawa-Ubangi and is spoken in southeastern Central African Republic, southwestern Sudan and northern Zaire.

2 NUMBER OF SPEAKERS

WTPR (1982) gives these approximate figures: 230,000, Sudan; 730,000 Zaire; 30,000, C.A.R. These add up to a total of 990,000. Thomas (1981) states there are more than 700,000 speakers of Zande in all. While Heine (1970) believes that this number is less than one million.

3 USAGE

Zande is a local first language.

4 DIALECT SURVEY

No thorough dialect survey is known to us as of this writing. IRL (see below) is preparing literacy materials based on Zande spoken around Yambio. Later tests of the materials are planned to determine whether other dialect sets would be necessary.

5 ORTHOGRAPHY STATUS

An orthography was established for Zande at the 1928 Rejaf Language Conference. Past materials have not consistently marked vowel quality and nasalization; present efforts are including these as well as tone on the tense particles (Duerksen, personal communication, 1983).

6 SETS OF LEARNING MATERIALS RECOMMENDED

One set appears to be sufficient, but see 4 above.

7 RESOURCES

A. Institutional Resources
    *Laboratorie de Langues et civilisations a Tradition Orale
     Centre National de la Recherche Scientifique
    *Summer Institute of Linguistics, London
    *University of Oslo

B. Individual Resources
    Raymond Boyd
    Robert Prouty
    Rolf T. Endresen

ZANDE (continued)

8. EVALUATIONS

A. Learning Materials:
I. Identificion of materials:

A: Comments

Despite the ongoing work, it is nevertheless true that, there are currently no suitable materials whatsoever for teaching Zande as a first or a second language. What material is available (cf. 9. BIBLIOGRAPHY) is essentially of use to the scholar (linguist, anthropologist, historian, etc). None was ever actually intended for classroom use. The only teaching function envisaged was as a basic guide for new missionaries arriving in the field. Otherwise, missionary publications are primarily destined to provide some amusing reading especially for for Zande people who are undergoing literacy training. These materials are also limited in scope and duration.

The most essential need is the development of an orthography would be to disambiguate the verb morphology by marking tones. Confusion there can render texts unintelligible to native speakers, even those accustomed to reading. This problem is rendered even more complex by the dialectal variation within Zande and by the fact that the Zande currently reside in three different countries.

B. Descriptive Materials:
I. Identification of materials:
1. La langue des Azande (Vol 1), Lagae.
2. A Zande Grammar, Gore.
3. Le groupe linguistique zande, Tucker.

II. Printing:	1	2	3
a) Quality	Ex	Ex	Ex
b) Number of Pages	250	166	286
III. Dialect:	1	2	3
a) Indicated	--	--	--
b) Justified	--	--	--
c) Acceptable	--	--	--
IV. Orthography:	1	2	3
a) Uses standard	--	--	--
b) Tone Marked	N	N	N
V. General Description:	1	2	3
a) Level	Adv	Adv	Adv
b) Reference or Tech.	Yes	Yes	Tch
c) Overall ranking	--	--	--
VI. Organization:	1	2	3
a) Quality	--	--	--

ZANDE (continued)

VII. Presentation:	1	2	3
a) Thoroughness	--	--	--
b) Adequate for Ref.	Pr	Pr	Pr
c) Adequate as Tech.	Pr	Pr	Fa
d) Examples given	Us	Us	Y
e) And translated	Y	Y	Y
f) Explanations clear	Us	Us	Y

VIII. Grammar Analysis:	1	2	3
a) Phonology	N	N	Y
b) Tone	N	N	N
c) Morphology	N	N	N
d) Syntax	N	N	N

XI. Overall Evaluation:

No comments beyond the the rankings.

C. Dictionaries

I. Identification of dictionaries:

1. La langue des Azande (vols 2, 3), Lagae.
2. Zande and English Dictionary, Gore.

II. Printing:	1	2
a) Quality	Ex	Gd
b) Number of Pages	429	287

III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--

IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	N	N
c) Pronuncations Given	Us	Us
d) Pron. Accurate	Us	Us

V. General Description:	1	2
a) Level	*	*
b) Intended for learn.?	*	*
c) Use as student dict.	*	*
d) Overall ranking	Fa	Fa

VI. Entries:	1	2
a) Number of entries	5K*	5K*
b) Parts of speech	Y	Y
c) Examples given	Us	Y
d) And translated	Y	Y
e) Explanations clear	Y	Us

VII. Notes and Comments:

1. This is a premodern linguistic analysis, useful as an historical document. It enables the user to elicit extremely infrequent vocabulary. Of use to scholars mor than first or second language lerrners. The Zande-French has 4,500 entries.
2. This is a premodern linguistic analysis, useful as an historical document. It enables the user to elicit extremely infrequent vocabulary. Of use to scholars mor than first or second language lerrners. The Zande-French has 7,500 entries.

VIII. Overall Evaluation:
Both dictionaries are ranked as "fair."

D. Reading Materials:
I. Identification of materials:
1. *Pa rika anya na asanza*, Gore.
2. *Sangba Ture*, Gore.

	1	2
II. Printing:	1	2
a) Quality	Ex	Ex
b) Number of Pages	62	116
III. Dialect:	1	2
a) Indicated	--	--
b) Justified	--	--
c) Acceptable	--	--
IV. Orthography:	1	2
a) Uses standard	--	--
b) Tone Marked	N	N
V. General Description:	1	2
a) Level	Adv	Adv
b) Intended as reader	--	--
c) Use as reader	*	*
d) Overall ranking	Fa	Fa
VI. Organization:	1	2
a) Basis	*	*
b) Quality	*	*
VII. Annotations:	1	2
a) Given	N	N
b) Helpful	-	-
c) Readings translated	N	N

IX. Notes and Comments:
1. Useful texts require rewriting in a suitable orthography, including tones. No annotations whatsoever are provided.
2. Useful texts require rewriting in a suitable orthography, including tones. No annotations whatsoever are provided.

X. Overall Evaluation:
No comments beyond the "Fair" ranking.

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PART III: THE APPENDICIES

Appendix A:
Language Priorities Categories

Group A Languages (Highest Priority)

1. Akan
2. Amharic
3. Arabic
4. Chewa/Nyanja
5. Fulfulde (Fula/Peulh/Fulani)
6. Hausa
7. Igbo
8. Kongo
9. Malagasy
10. Mandingo
11. Ngala (Lingala)
12. Oromo (Galla)
13. Ruanda/Rundi
14. Sango
15. Shona
16. Somali
17. Sotho/Tswana (Ndebele)
18. Swahili
19. Tigrinya
20. Umbundu
21. Wolof
22. Xhosa/Zulu/Swazi
23. Yoruba

Group B Languages (Second Priority)

1. Anyi/Baule
2. Bamileke
3. Bemba
4. Berber
5. Chokwe/Ruund
6. Efik/Ibibio
7. Ganda (Luganda)
8. Gbaya
9. Gbe (Ewe/Mina/Fon)
10. Kalenjin (Nandi/Kipsigis)
11. Kamba (Kikamba)
12. Kanuri
13. Kikuyu
14. Kimbundu
15. Krio/Pidgin (Cluster)
16. Luba
17. Luo/Acholi/Lango
18. Luyia
19. Makua/Lomwe
20. Mende/Bandi/Loko
21. Mongo/Nkundo
22. Moore/Mossi
23. Nubian
24. Senufo
25. Songhai
26. Sukuma/Nyamwezi
27. Tiv
28. Tsonga
29. Yao/Makonde (Bulu)
30. Zande

Group C Languages (Third Priority)

1. Dinka (Agar/Bor/Padang)
2. Edo (Bini)
3. Gogo (Chigogo)
4. Gurage
5. Hehe
6. Idoma
7. Igbira (Ebira)
8. Ijo
9. Isle de France Creole
10. Kpelle
11. Kru/Bassa
12. Lozi (Silozi)
13. Maasai
14. Meru
15. Nama (Damara)
16. Nuer
17. Nupe
18. Nyakusa
19. Nyoro
20. Sara
21. Serer
22. Sidamo
23. Soninke
24. Suppire
25. Susu
26. Temne
27. Teso/Turkana
28. Tumbuka
29. Venda

Appendix B
African Languages Reported to Have More Than 500,00 Speakers
(and not included in Appendix A)

Language	Country	Classification	Estimations		
Alur	Uganda	Nilotic	500,000 W	200,000 V	180,000 L
Gussi	Kenya Tanzania	Bantu	800,000 W	500,000 A	258,000 V
Hadiyya	Ethopia	Cushitic	1,000,000 W	700,000 B	
Igala	Nigeria	Kwa	800,000 W	100,000 V	
Kambaata	Ethiopia	Cushitic	500,000 W	250,000 B	
Kambari	Nigeria	?	500,000 W	67,000 V	
Lugbara	Uganda	Sudanic	500,000 W	224,000 V	352,000 L
Ngbaka	Zaire		500,000 W		
Welamo	Ethopia	Omotic	1,000,000 W	9,000,000 B	

A = Alexandre (1982)
B = Bender (1976)
L = Ladefoged, Glick and Cripper (1972)
V = Voegelin and Voegelin (1976)
W = WTPR (1982)

Appendix C:
Acknowledgements

We would like to thank the following people for their help. They are noted by language category below. Materials evaluators are marked with an asterisk.

Akan	*David Owusu-Ansah, *J.M. Stewart
Amharic	*Grover Hudson
Anyi-Baule	*Jonathan Burmeister, Will Leben, Koffi Nda, Judith Timyan
Arabic	*Grover Hudson
Bamileke	*Larry Hyman
Bemba	*Mulena M. Chishimbi, Mubanga Kashoki, *Michael Mann
Berber	Hatte Beljer, *Jeanette Harries, Nora Mitiche
Chewa/Nyanja	Francis Moto, Carol Scotton
Choke/Ruund	*Jeffery Hoover, Jay Nash
Dinka	*Torben Anderson, *John Duerksen
Ebira	John Adive
Edo	*Roger Wescott
Efik/Ibibio	T.L. Cook
Fulfulde	*Sonia Fagerberg-Diallo, *Roger Labatut
Ganda	K.H. Jansen
Gbaya	*Phillip Noss, William Samaran
Gbe	*A.S. Duthie
Gogo	Derek Nurse
Gurage	*Grover Hudson
Hausa	*Russell Schuh
Hehe	Marry Odden
Idoma	*Robert Armstrong
Igbo	*E.N. Emenanjo, *John Goldsmith, F. Prichett, F.C. Ogbalu
Ijo	Kay Williamson
Isle de France Creole	*Philip Baker, Ramesh Pudaruth, *Peter Stein
Kalenjin	*Chet Creider, *Franz Rottland
Kamba	*Patrick Bennett, Kevin Ford
Kanuri	*Norbert Cyffer, *John Hutchison
Kikuyu	*Patrick Bennet, *Kevin Ford
Kimbundu	M.C. Kounta, *Thilo Schadeberg
Kongo	Francois N. Lay
Kpelle	*David Dwyer
Krio/Pidgin	*David Dwyer, J.K. Gbla, A.K. Turay
Kru/Bassa	*John Singler
Lingala	John Ellington, Jay Nash, Jan Knappert
Lozi	Mubanga Kashoki
Luba	F. Muyumba
Luo/Acholi/Lango	*Edith Bavin, Chet Creider, Albert Scheven
Luyia	Rachel Kanyoro
Maasai	
Makua/Lomwe	*Thomas Price

Malagasy	*Michael Bennett, M. Randrianja, Bemaranjara Zefaniasy
Mandingo	Stanley Cushingham, *Sioiki Traore, Robert Whittemore
Mende/Bandi/Loko	*David Dwyer, J.K. Gbla, *John Sengova, A.K. Turay
Meru	Rachel Kanyoro, Ireri Mbaabu
Mongo/Nkundo	*Ben C. Hobgood, Pierre Sangana, Gertrude Shoemaker
Moore	*Norbert Nikiema, *R. Mathieu Ouderaugo
Nama	*R. Ohly. *W. Haacke
Nubian	*Robin Thelwall, *P.L. Shinnie
Nuer	*E. Vandervort
Nupe	*I.S.G. Madugu, *N.V. Smith
Nyakusa	Rachel Kanyoro
Nyoro	
Oromo	Gene Gragg, *Grover Hudson
Ruanda/Rundi	John Goldsmith, *Alexandre Kimenyi *Luis Rutare
Sango	*Marcel Diki-Kidiri, *William Samarin
Sara	Jean-Pierre Caprile
Senufo	Linnea Boese
Serer/Sine	Serge Sauvageot
Shona	Nancy Horn, *David Odden, *Carol Scotton
Sidamo	*Grover Hudson
Somali	Giogrio Banti, John Johnson, Judy Leidy, Anna Puglielli, The Somali Technical Committee (Rome)
Songhai	*Robert Nicolai, Jane Petring
Soninke	Suzanne Platiel
Sotho/Tswana	Mary C. Bill, *Katherine Demuth, J.W. Freeman
Sukuma/Nyamwezi	*Kulikoyela Kahigi, *Albert Scheven
Suppire	Linnea Boese
Susu	
Swahili	The Institute of Kiswahili Research, Carol M. Eastman, Yanus Rubanza *Kulikoyela Kahigi
Temne	J.K. Gbla, *Juli Nemner, A.K. Turay
Teso/Turkana	*Geritt Dimmendaal, *Laura Oftaala
Tigrinya	*Grover Hudson
Tiv	*D.W. Arnott, *Thomas Koop
Tsonga	E.J.M. Baumbach, J.A. Louw, *C.D.T. Marivate
Tumbuka	*Hazen Vail
Umbundu	M.C. Kounta, *Thilo Schadeberg
Venda	Ernst Westphal
Wolof	Mbaye Cham, *Omar Ka
Xhosa/Zulu/Swazi	*Stanley Cushingham, J.A. Louw, *Carolan Owmby
Yao/Makonde	
Yoruba	
Zande	*Raymond Boyd

Appendix D

Institutional Questionnaire

Institution Name: ______________________
Director/Head: ______________________
Address: ______________________
Name of Respondent: ______________________

Please fill out one form for each African language listed in appendix A which your institution offers instruction, develops materials, conducts linguistic research or publishes literature.

If your institution does not offer or deal with any of these African languages, then please check here (___) and return the questionnaire.

1. Name of language heading (see appendix A) ______________

   Name of dialect or further specification: ______________

   Levels taught (check all that apply):

   ___ 1st year ___ 2nd year ___ Advanced

   Types of classes:

   ___ literature ___ conversation ___ other

   Instructors name a)______________________

   and addresses ______________________

   Instructors name b)______________________

   and addresses ______________________

   Instructors name c)______________________

   and addresses ______________________

2) Have you prepared or do you have in preparation learning materials in this language? If yes, please list or otherwise enclose a listing of all such publications including 1) author, 2) author's address, 3) title, 4) most recent publication date) and 5) price.

Appendix E

Individual Questionaire

NOTE: PLEASE USE A SEPARATE SURVEY FORM FOR EACH LANGUAGE HEADING OR SUBHEADING YOU CONSIDER TO BE DISTINCT WITH RESPECT TO THE TEACHING AND PREPARATION OF MATERIALS.

1) Language heading and subheading: ____________________________

2) Name of correspondent: ____________________________

3) Title or position: ____________________________

4) Preferred mailing address:

____

____

5) Institutional affiliation and address if applicable

____

____

6) We would like to publish this information in the language directory. This may result in your being contacted for information concerning this language, and it may consequently involve some additional time in this regard. Do you wish to have this information published in the directory?
___ yes ___ no ____________________ Signature

7) Background in this language

A) ___ First Language

B) ___ Second Language, Where studied ____________________

8) Nature of teaching experience (Indicate all appropriate categories):

_______ Level/s _______ Mode/s _______ Type/s
Levels (B)eginning, (I)ntermediate, (Advanced)
Modes: (Te)acher (Incharge of Class), (Tu)tor, (O)ther
Types: (C)onversation, (R)eading, (G)rammar, (L)iterature

9) Correspondent's involvement in research in this language:

___ Major ___ Large ___ Small ___ Some ___ None

10) Correspondents areas of interest in this language:

A) ___ General Linguistics

___ phonology ___ morphology ___ synatx ___ semantics

B) ___ Historical/Comparative

C) ___ Sociolinguistics, Language and Culture

D) ___ Language learning

___ teaching ___ materials development ___ testing

E) ___ Other (please specify)

11) Learning materials produced or in preparation: (e.g., textbooks, grammars, dictionaries, readers, phrasebooks, tapes, visual aids, cultural materials, drills, etc.)

A) Have you ever published any such materials for this language?

___ no
___ yes (please attach a listing of these materials including (author, publisher, date, availability and cost)

B) Have you prepared such materials for this language which have yet to be published?

___ no

___ yes, but they are not available for dissemination

___ yes, available for dessemination (please describe)

___ yes, plan to publish or in press with ______________

___ almost, estimated completion date __________________

C) Do you know of any such unpublished material prepared by someone else ? If so, please indicate author and mailing address.

____

12) Please give the name and address of three authorities whom you consider the most knowledgeable in the language:

a) ____

b) ____
c) ____

13) Is there a standardized orthography for this language?

___ yes ___ no (If yes, please identify)

14) How many distinct sets of learning materials would be needed for the languages and dialects included under this language heading, due to dialectal, orthographic or political differences? ________

14-15) OPTIONAL:

14) On a separate sheet of paper list what you regard to be the best set of materials presently available for the study of this language. Include material which will cover the following areas, basic text, reference grammar, dictionary.

15) On a separate sheet of paper indicate those areas which are, in your oppinion, of greatest learning material needs for this language?

APPENDIX E:
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Appendix G:
Individual Addresses

Abgalo, Poovey, Department of Linguistics, Lawrence, Kansas, 2522 Redbud Lane, #10 (home address), Lawrence, Kansas 66044.
Abalaj, A.A., School of Ghana Languages, P.O. Box 12, Ajumako via Essiam, Ghana.
Abangma, Samson Negbo, Ecole Normale Superieure, University of Yaounde, P.O. Box 47, Yaounde, Cameroun.
Abba, Alhaji M., Principal, Jalingo ATC, Jalingo, Nigeria.
Abboud, Peter F., Department of Oriental Languages and Literature, University of Texas, Austin, Texas 78712.
Abdelrahim, Said, Institute Fur Orientalistik, Otto Behagel St. 10, Giessen D 6300, West Germany.
Abdien, Prof. Abdalamajied, University of Cairo, Cairo, Egypt.
Abdou, Hamani, University of Niamey, BP 237, Niamey, Niger.
Abdul-Malak, Zakki, University of Utah 84112, U.S.A.
Abdulaziz, Prof. Mohammed, P.O. Box 30197, University of Nairobi Nairobi, Kenya.
Abdulkadir, Dandatti, Center for the Study of Nigerian Language, PMB 3011, Kano, Nigeria.
Abdullahi, Mallam Haruna, University of Sokoto, Department of Nigerian Languages, Sooto 2346, Nigeria.
Abdulmuneim, Dr., Faculty of Arts, University of Khartoum, P.O. Box 321, Sudan.
Abduraham, Maho Awes, Erlenweg 2/110, 7400 Tubingen/FRG.
Abimbola, Prof. Wayen, University of Ife, Ife, Nigeria.
Abraham, R.C., School of Oriental and African Studies 48 Malet Street, London University, England.
Abu, Bakr Rashid, Center for the Teaching of Arabic, Khartoum, Sudan.
Abullahi, Ahmed, Faculty of Languages, Somali National University, Mogadishu, Somalia.
Abu Salim, Issam, Department of English, Yarmouk University Irbid, Nigeria.
Adam, Hassan, Universitat zu Koln, Cologne, Germany.
Adam, Hussein M., P.O. Box 1413, Mogadishu, Somalia.
Adama, Bruce, SIM International, Box 127, Addis Ababa, Ethiopia.
Adams, Miss Doreen, Evangelical Church in Zambia, Mukinge, Serv. Department, P.O. # 1200 92, Kasempa, Zambia.
Adams, Mr. John B., Ministry of Education Minna, Niger State, Nigeria.
Adamu, Mahdi, Centre for Nigerian Cultural Studies, AB University, Saria, Nigeria.
Adamu, Prof. Mahdi, University of Sokoto, PMB 2346, Sokoto, Nigeria.
Adan, Abdulaziz Sherif, Faculty of Medicine, Somali National University, P.O. Box 835, Mogadishu, Somalia.
Adebisi, Afolyan, Department of English Language, University of Ife-Ile, Ife, Nigeria.
Adelola, Babjide, Nigeria Educational Research Council, 3 Jibonust, Yaba, Lagos, Nigeria.
Adetugbo, A., University of Maiduguri, PMB 1096, Maiduguri, Nigeria.

Adetigbo, Abiodun, Department of Linguistics, University of Ibadan, Ibadan, Nigeria.
Adeyanju, Thomas, Ahmadu Bello University, Zaria, Nigeria.
Adi, Jkyeame Hwabena, Bureau of Ghana Languages, Accra, Ghana.
Adi, William Kwabena, PO Box 1851, Accra, Ghana.
Adive, Mr. John, c/o Phonetics and Linguistics, School of Oriental and African Studies, University of London, England WC1 7HP.
Adkio-Mensa, Enos Yao, Mawuli Secondary School, P.O. Box 45, HO, Volta Region, Gana.
Adzomadai, Rev. Kofi Jacques Egbwe Akademi, Rue Curie, B.P. 2, Lome, Togo.
Aflissah, Dr. Gendon, Westermann Institute for Ewe Research, PO 115, Denu/Volta Region, Ghana.
Afolayan, Prof. Abebisi, Department of English Language, University of Ife, Ile-Ife, Nigeria.
Afolayan, Michael Oladejo, Yale University, P.O. Box 8, Yale Station, New Haven, Connecticut 06520, U.S.A.
Agany, Louis, Gogrial, WAU, Sudan.
Agba, George, Institut Pedagogoque National, Bengui, Central African Republic.
Aggrey, Mr. J.E.K., University of Cape Coast, Department of Ghana Languages, Cape Coast, Ghana.
Agheyisi, Prof. R., University of Benin, Benin City, Nigeria.
Aguessy, Honorat, International Association of Sociology, P.O. Box 030301 Cotonou, Benin.
Agusi, Mr. Samuel C., Agbadala, Achi, Anambra State, Nigeria.
Ahmed, Ahmed Adam, Somali National University, P.O. Box, Mogadishu/Somalia.
Ajani, Gianmaria, Instituto Sraffa University Bocconi, Via Sarfatti 25, Milano 20136.
Ajello, Roberto, Istituto di Glottologia, Via S. Maria, 36 Pisa, 56100 Pisa, Italy.
Ajulo, E.B., Department of English Language, University of Ife Ile Ife, Nigeria.
Akere, Dr.Funso, Department of English, Univeristy of Lagos, Lagos, Nigeria.
Akida, H., Kiswahili Institute, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Akim, Peter, Syracuse University, Box 316, Syracuse Station, New York 13210.
Akinlabi, Akinbiyi, Department of Linguistics, University of Ibadan, Ibadan, Nigeria.
Akintola, Nigeria Educational Research Council, Federal Ministry of Education, Lagos, Nigeria.
Aklilu, Amsalu, Ethiopian Languages and Literatures,Addis Ababa University, Addis Ababa, Ethiopia.
Akpeleasi, B.K., c/o School of Ghana Languages, PO Box 12, Ajumaka, C. Region, Ghana.
Al-Hagaggi, Prof. Ahmed, Cairo University, Orman, Giza, Cairo, Egypt.
Al-Karouri, Dr. Abdulmuneim, M.A., Faculty of Arts, University of Khartoum, P.O. Box 321, Khartoum, Sudan.
Al-Nadvi, M.A.H.A.H., Nadwa, Lucknow 226007.
Al Tayyib, Abdalla, 10 rue de Gabon, Fez, Morocco.

Alexandre, Pierre, INALCO, 2, rue de Lille, Paris, France 75007.
Ali, Sheikh Mohamed, Box 20213, Dar es Salaam, Tanzania.
Aliou, Mohammadou, Centre George Pompidou, Paris, France 75007.
Allan, Keith, Department of Linguistics, Monash University Clayton, Victoria, Australia.
Allen, Edward Jay, 149 Warren Avenue, Boston, Massachusetts 02116.
Allen, James de Vere, Box 95625, Mombasa, Kenya.
Allison, Rev. Joseph, Cuttington University College, Monrovia, Liberia.
Alpers, Edward, Department of History, University of California, Los Angeles, California 90024, U.S.A.
Allsopp, Richard, University West Indies at Cave Hill, PO Box 64, Bridgetown, Barbados.
Amayo, Airen, Department of English, University of Ibadan, Ibadan, Nigeria.
Amer, Prof. Attia, Department of Arabic, University of Stockholm, Fiskgartorpsv. 160F, Stockholm, Sweden.
Ammerman, Lillie Mae, Box 123, Kericho, Kenya.
Amidu, A.A., University of Ghana, P.O. Box 25, Legon, Ghana.
Amon-Tanoh, Yvette, Institute de Linguistique Appliquee, Universite d'Abidjan Abidjan, Cote, d'Ivoire.
Amoo, Titus Adebisi, Nigerian Educational Research Council, PO Box 8085, Lagos, Nigeria.
Anani, Kosi, S/C La Mission Baptiste, M. Wilson, BP 43, Tagligbo, Togo.
Anderson, Torben, Aalborg University, Langagervej B., Postbox 159, 9100 Aalborg, Denmark.
Andrzejewski, B.W., 15 Shelley Ct., Milton Rd., Harpenden, Herts, AL5 5LL, England.
Andualem, Mulugeta, Foreign Service Institute, Department of State, Washington, D.C., 20521.
Angogo, Dr. Rachel, PO Box 21360, Nairobi, Kenya.
Annan, Dr. B., Department of Linguistics, University of Zimbabwe Harare, Zimbabwe.
Annoh-Kumi, Mr. K., Department of Ghana Languages, University of Cape Coast, Cape Coast, Ghana.
Ansre, Dr. Gilbert, United Bible Societies, BP 3014, Lome, Togo.
Antinucci, Prof. F., Consiglio Nazionale delle Richerche, Rome, Italy.
Antoniotto, Alberto, Facolta di Scienze Politiche, Universita di Torino, Via S. Ottavia 20, Torino, Italia.
Applegate, Joseph, PO Box 641, Howard University , Washington, D.C. 20059, .
Appleyard, David L., School of Oriental and African Studies, 48 Malet St., London, England WCI 7HP.
Armbruster, C.H., School of Oriental and African Studies, University of London, 48 Mallet St., London, England.
Armstrong, Robert, Institute of African Studies, University of Africa Studies, Ibadan, Nigeria.
Arnott, D.W., School of Oriental and African Studies, 48 Mallet St., London, England WCI 7HP.
Arush, A. Mohamud, Faculty of Geology, Somali National University, P.O. Box 1081, Mogadishu, Somalia.

Arvanites, Linda, Department of Linguistics, University California Los Angeles, California 90024.
Asfour, Prof Gabor, Cairo University, Orman, Giza, Cairo, Egypt.
Asomaning, Mr. S.W., Language Centre, University of Ghana, PO Box 119, Legon, Ghana.
Aspegren, Berit G. I., Larkvagen 5, 222 31 Lund, Sweden.
Assan, Kenneth, Bureau of Ghana Languages, P.O. Box 1851, Accra, Ghana.
Atakpah, Mr., c/o School of Ghana Languages, P.O. Box 12, Ajumako, Ghana.
Awobuluyi, Oladele, Department of Linguistics and Nigerian Languages, University of Ilorin, Ilorin, Nigeria.
Awolalu, Prof. A., Department of English, University of Ibadan, Ibadan, Nigeria.
Awoyale, Yiwola, University of Ilorin, P.M.B. 1515, Ilorin, Nigeria.
Ayeke, Kodzo, PO Box 2, Taviefe, via Ho, Burkina Faso Ayom,
Edward B G, Institute of Asian and African Studies, University of Khartoum, Box 321, Khartoum, Sudan.
Ayyad, Dr. Shukri Muhamad, Cairo University iv., Orman, Giza, Cairo, Egypt.
Ayyub, Abd al-Rahman, Dar al-Ulum, Cairo, Egypt.
Azer, Harry Amin, 1, El-Shikh Abdoul Nour Street, Flat 8 Heliopolis, Roxy, Cairo, Egypt.
Aziz, Prof. M.A.A., University of Nairobi, Kenya.
Azuonye, C, University of Ibadan, Ibadan, Nigeria.
Babalola, Adeboye, Department of African Languages and Literatures University of Legos, Yaba, Lagos, Nigeria.
Babalola, Adeboye, Department of African Language and Literature, University of Ife, Ile-Ife, Nigeria.
Badawi, Dr. Al-Said, American University of Cairo, Box 2511, Cairo, Egypt.
Badecker, William, Indiana University, Bloomington, Indiana 47405.
Aadejo, B R, University of Maiduguri, PMB 1069, Maiduguri, Nigeria.
Badr, M. Mitwalli, Senior Inspector of Education, #122, Street 9, Maadi, Cairo, Egypt.
Bai-Sheka, Dr. Abou, University of Sierra Leone, Department of Modern Languages, Freetown, Sierra Leone.
Baldi, Sergio, via Mosca 41, 80129 Napoli, Italy.
Baldwin, Ferne, Manchester College, North Manchester, Indiana 46962.
Baldwin, Hannah, c/o F. Tejeda, PB 2534, Dakar, Senegal.
Balisidya, M. 905 E. Eagleheights, Madison, Wisconsin 53701.
Bamba, Moussa, Institut de Linguistique Appliquee, Universite d'Abidjan, Abidjan, Cote d'Ivoire.
Bambose, T.A., Linguistics Department, University of Ibadan, Ibadan, Nigeria.
Bamgbose, Ayo, University of Ibadan, Ibadan, Nigeria.
Banasik, Sandra, Koumra, Chad.
Bandio, Simon, ELCT Languages and Orientation School, PO Box 740, Morogoro, Tanzania.
Bangura, Ibrahim, Adult Education Unit, Ministry of Education, NE Village, Freetown, Sierra Leone.

Banti, Giorgio, Istituto di Glottologia, University of Rome, C. Universitaria, 00100 Rome, Italy.
Barber, Karin, Department of African Languages and Literatures, University of Ife, Ile-Ife, Nigeria.
Bardolph, Jacqueline, University of Niece, 98 Bd. Edouard Hernot, 06036 Nice.
Barton, Miss Clarissa, BP 900 Bangui, C.A.R.
Bashir, Ibrahim, Boston University, African Studies Center, 125 Bay State Rd., Boston, Massachusetts U.S.A. 02146.
Bastin, Yvonne, Musee Royal de l'Afrique Central, Tervuren, Belgium.
Bates, Dr. Gerald, BP 76, Gitega, Burundi.
Batibo, Dr. Herman, University of Dar es Salaam, PO Box 35051, Dar es Salaam, Tanzania.
Baumbach, Department of African Languages, University of South Africa, P.O. Box 392, Pretoria, South Africa.
Bavin, Dr. Edith L., Linguistics Department, La Trobe Department, Bundoora, Victoria 3083, Australia.
Bawamith, David, African Studies Program, Ohio University, Athens, Ohio, 45701, U.S.A.
Beals, Paul, Head-Mission, Grand Rapids Bible College, 1001 E. Beltline, N.E., Grand Rapids, Michigan, U.S.A. 49505.
Bechtold, Karl-Heinz, Institut fur wissenschaftliche Zusammenarbeit, Landhausstr. 18, 7400 Tubingen, Germany.
Becuwe, Jacques, Institut de Linguistique Appliquee, Universite d'Abidjan, Abidjan, Cote d'Ivoire.
Bedou-Jondoh, Mrs Edina, 21, rue des Cocotiers, Togo.
Beer, David Frank, Department of English, University of Texas, Austin, Texas 78712, U.S.A.
Bekaert, Mr. Guy, BP 519, Yaounde, Cameroun.
Belachew, Tizita, Foreign Service Institute, Department of State, Washington, D.C. 20521, U.S.A.
Bell, Herman, University of Khartoum, Khartoum, Sudan.
Bemananjara, Zefaniasy, University de Madagascar, Institute de Linguistique Applquee, Antananarivo, Madagascar.
Bender, Gerald, University of California at Los Angeles, Los Angeles, California, 90024, U.S.A.
Bender, M. Lionel, Department of Anthropology, Southern Illinois University, Carbondale, Ill. 62901, U.S.A.
Bendor-Samuel, John, Summer Institute of Linguistics, Horsleys Green, High Wycombe, Bucks. HP14 3XL, England.
Bennett, Michael, Department of Linguistics, Michigan State University, East Lansing, Michigan 48824, U.S.A.
Bennett, Patrick, Department of African Languages and Literature, University of Wisconsin, Madison, Wisconsin 53706.
Bere, Jacob, c/o l'Institute Pedigoqique National, Republique Centrafricain, Bangui, Central African Republic.
Bergvall, Victoria, Harvard University, Cambridge, Massachusetts 02138, U.S.A.
Berktau, Janna, PO Box 153, Monrovia, Liberia.
Berkeley, Dr. Constance E., Fordham University, 1 & 60th and Columbus Avenue, New York, New York, 10023, U.S.A.
Bertoncini, Elena, Institute University Orientale, Piazza S. Giovanni 30, 80134 Naples, Italy.
Bertrand, Fr. Paul, PO 69, Kigali, Rwanda.

Bessong, Dieudonne P. Aroga, Presidency of the United Republic of Cameroun, Yaounde, Cameroun.
Biber, Douglas, 110 N Bonnie Ave., Apt 5, Pasadena, California 91106, U.S.A.
Bidault, R. Fr. Pierre L., Mission Catholique, Gorom-Gorom, Burkina Faso.
Biersteker, Ann, Department of Foreign Languages, Northern Illinois University, DeKalb, Illinois, 60115, U.S.A.
Bile, Kalif, Faculty of Medicine, Somali National University, P.O. Box 835, Mogadishu, Somalia.
Bill, Mrs. M.C., University of the Witwatersrand, Johannesburg, South Africa.
Biobaku, S.O., Institute of African Studies, University of Ibadan, Ibadan, Nigeria.
Bird, Charles, Department of Linguistics, Indiana University, Bloomington, Indiana, 47405, U.S.A.
Blanchon, Jean Alain, LILA, Universite de Lyon 2, 69500 Bron Parilly, France.
Bleek, Dorothea, American Oriental Society, New Haven, Conn. Connecticut 06050.
Blejer, Hatte, c/o Department of Linguistics ,University of Texas, Austin, Texas, 78712-1196.
Blichtfelt, Jan-Olaf, Agardhsgatan 5, 223 51 Lund, Sweden.
Bliese, Dr Loren, Bible Society of Ethiopia, Box 1251, Addis Ababa, Ethiopia.
Blount, Ben G., University of Georgia, Athens, Georgia, 30602, U.S.A.
Boadi, Prof. Lawrence, University of Ghana, Legon, Ghana.
Bocquene, Henri, Maison Missionaire, 25 rue du Cdt Duhail, 94210 Fontenay Sous Bois, France.
Boese, Linnea, BP 111, Ferkessedougou, Ivory Coast.
Bohnhoff, Dr. Lee, BP 111, Ngaoundere, Cameroun.
Bokamba, Eyamba, Department of Linguistics, University of Illinois, Urbana Champaign, Illinois 61801, U.S.A.
Bokembya, Nkanga, 4088 Foreign Language Building, University of Illinois, Urbana Champaign, Illinois, 61801, U.S.A.
Bokula, Professor, University Nationale du Zaire, Faculte des Lettres, Lubumbashi, Zaire.
Bolouvi, Lebene, Department de Linguistique, Universite du Benin, Lome, Togo.
Boly, Aliou, Univeristy de Grenhole, III, St. Martin d'Heres, BP 25X, 38040 Grenoble, France.
Bongo, Joseph-Theophile, c/o l'Institute Pedogique Nationale, Republique Centrafricain, Bangui, Central African Republic.
Bonvini, Mr., Ecole Pratique des Hautes Etudes, IVe, 45 rue des Ecoles, Paris, France 75007.
Boois, Johannes, Department of National Education, PO 7118, Katutura, Windhoek 9000, Namibia.
Borland, Dr C.H., Department of African languages, University of Cape Town, Rondebosch 7700, South Africa.
Bornstein, Deborah, Branders University, 9 Crest Road, Piedmont, California 94611.
Borowsky, Toni, Department of Linguistics, University of Massachusetts, Amherst, Mass. 01002, U.S.A.

Botha, R.P., Department of Linguistics, University of
Stellenbosch, Cape Prov., South Africa.
Bothel, Don, BP 117, Katiola, Ivory Coast.
Bouasziz, Mohamed, IBLV, 47 Avenue de la Liberte, 1002
Belvedere, Tunis, Tunisia.
Bouquiaux, Luc, Centre National du Recherche Scientifique,
15, Quai Anatole France, 75700 Paris, France.
Bouquiaux, M.L., Directeur du Department Afrique, Centre
National du Recherche Scientifique, 5 Rue de Marseille 75010
Paris, France.
Bower, Rev. Connie, PMB 5113, Ibadan, Nigeria.
Boyd, Raymond, LP3-121 Centre Nationale du Recherche
Scientifique,
NRS,27 R. Paul-Bert, 94204 Ivry, France.
Boyeldieu, Pascal, Charge de Recherche, Centre National du
Recherche Scientifique, 31 Rue Emile Zola, Mainvilliers,
France.
Bracconnier, Cassian, Institute Linguistique Appliquee,
Universite d'Abidjan, Abidjan, Cote d'Ivoire.
Brain, James L, Department of Anthropology, SUNY-NEW PALTZ, New
Paltz, New York, 12561, U.S.A.
Brann, C.M.B., Department of Langguages and Linguistics,
University of Maiduguri, Maiduguri, Nigeria.
Brant, Melanie, Department of Anthropology, University of
Georgia, Athens, Georgia 30602, U.S.A.
Brant, Steven, Department of Anthropology, University of
Georgia, Athens, Georgia 30602, U.S.A.
Brantuo, J.K., PO 1851, Accra, Ghana.
Braukamper, Ulrich, Frobenius Institut, Liebigstr. 41, 6000
Frankfurt.
Breed, J., Bantu Languages, University of Potchefstroom,
Potchefstroom, Transvaal, South Africa.
Brock, Gary, Box 130, Nairobi, Kenya.
Brokensha, G., Johannesburg College of Education, 27 St.
Andrew Rd., Johannesburg 2193, South Africa.
Brown, Dr. Harry D., 794 Plymouth Rd., Claremont, California,
91711, U.S.A.
Browne, G.M., Department of Linguistics, University of
Illinois, Champaign-Urbana, Illinois 61801, U.S.A.
Bruno, Biancamaria, Institute of Linguistics, University of
Rome, via Trebbia 3, 00198 Rome, Italy.
Bruns, Rev. Paul, P.O. Box 77, Ogoja, Cross River State,
Nigeria.
Bryan, Margaret A., School of Oriental and African Studies, 48
Malet St., London WC1 7HP, United Kingdom.
Bryant, Rev. Doug A., Box 1933, Kumasi, Ghana.
Bryant, Rev. James, B.P. 29, Ouagadougou, Burkina Faso Bubeck,
Dr. Theodore E., 43J Cambridge Court, Leisure Village,
Lakewood, New Jersey, 08701, U.S.A.
Buck, Dr. C. Raymond, Baptist Mid Missions, 4205 Chester Avenue,
Cleveland, Ohio 44101.
Buckman, Allan R., M.S.B.M., 500 N. Broadway, St. Louis,
Missouri, 63102, U.S.A.
Bukar, Shettima, Borno College of Basic Studies, Maiduguri,
Nigeria.

Bunkowske, Dr. Eugene, U.B.S. Translations Center, P.O. Box 4096, Ibadan, Nigeria.
Burmeister, J., Summer Institute of Linguistics,08 B.P. 857, Abidjan 08, Ivory Coast, West Africa.
Busool, Assad, University of Minnesota, 154 Klaeber Ct., Minneapolis, Minnesota 55455, U.S.A.
Buth, Randall, c/o Summer Institute of Linguistics, Sudan, P.O.Box 44456, Nairobi, Kenya.
Butler, Rev. Ronald, c/o BP 1559, Bukavu, Zaire.
Byangwa, Nina, Department of Languages, Makerere University Kampala, Uganda.
Byarushengo, Ernest R., Department of Linguistics, University of California at Los Angeles, Los Angeles, Calif. 90024, U.S.A.
Bynon, J.F.G., School of Oriental and African Languages, 48 Malet St., London WC1 7HP, England.
Cage, Ken, Johannesburg College of Education, 27 St Andrews Rd, Johannesburg 2193, South Africa.
Caney, John, 4 Littledown Road, Charlton Kings, Cheltenham GL53 9LP, United Kingdom.
Canu, Gaston, University Sorbonne Nouveau, Paris III, 17 rue de la Sorbonne, 75230 Paris, France.
Capo, H.C., Department of Linguistics and Nigerian Languages, University of Ilorin, Ilorin, Nigeria.
Caprile, Jean-Pierre, 9, Ave. Claude-Vellefaux, 75010 Paris, France.
Cardona, Giorgio R., Istitute di Glot., University of Rome, Citta Universitaria, 00100 Rome, Italy.
Cardwell, Dr. Walter, 335 Burgess Ave., Indianapolis, Indiana 46219, U.S.A.
Carlson, Jabaru, Institute of African Studies, University of Liberia, Monrovia, Liberia.
Carlson, Robert, B.P. 36, Sikasso, Mali.
Carnochan, Prof. Jack, School of Oriental and African Studies, London WC1E 7HP, England.
Carrell, Patricia Lynn, Department of Linguistics, Southern Illinois University, Carbondale, Illinois 62901, U.S.A.
Carson, Mrs. Janice, BP 91 GAO, Mali, West Africa.
Carter, Dr. Hazel, Department of Linguistics and Literature, University of Wisconsin, Madison, Wisconsin 53706, U.S.A.
Carteron, Michel, Mission Catholique, B.P. 1400, Bouake, Ivory Coast.
Casey, Ruth, BP 109, Korhogo, Ivory Coast.
Cassani, Lee, Department of History, University of Pennsylvania, Philadelphia, Pennsylvania 19104, U.S.A.
Castro, Prof. Francesco, Via Beata Vergine del Carmelo, 54-00144, Rome, Italy.
Cavanaugh, Heather, Harvard University, Cambridge, Massachusetts, 02138 U.S.A.
Ceesay, Kebuteh, Peace Corps, P.O. Box 582, Banjul, Gambia.
Ceesay, Seiney, Peace Corps, P.O. Box 582, Banjul, Gambia.
Chacha, C. Nyaigotti, Department of Linguistics, Yale University, New Haven, Connecticut 06520, U.S.A.
Chadza, Mr. E. J., Chichewa Board, Box 108, Zomba, Malawi.
Cham, Mbaye, Howard University, African Language Department, Washington D.C., U.S.A.

Chaphole, Mr. S., Department of African Languages, University of Cape Town, Rondebosch, R.S.A. 7700.

Chapman, Dr. R. S., PO Box 143, Lowdar, Kenya.

Chejne, Anwar, University of Minnesota, 178 Kaleber Ct., Minneapolis, Minnesota 55455, U.S.A.

Cheng, C.C., Department of Linguistics, University of Illinois Champaign-Urbana, Illinois 61801, U.S.A.

Cherono, Godfrey, P.O. Box 43828, Nairobi, Kenya.

Chipalo, Stephen, Language Study Centre, Ilondola, Box 197, Chinsali, Zambia.

Chipasula, Frank M., English Department, Box 1852, Brown University Providence, Rhode Island 02912, U.S.A.

Chisanga, Theresa, Department of Literature and Language, University of Zambia, P.O.B. 33379, Lusaka, Zambia.

Chitnis, Vijaya, 304 Pleasant Apt., 15th Prabhat Road, Pune, India.

Chittick, Neville, British Institute in Eastern Africa, P.O. Box 30710, Nairobi, Kenya .

Church, Eric, c/o Mission Baptists S.B.S., B.P. 771, Dakar, Senegal.

Church, Rev. Henry, Box 150, Chiredzi, Zimbabwe, Africa.

Churma, Donald G., American Embassy, Department of State, Washington D.C., 20520, U.S.A.

Chuwa, A.R., Institute of Swahili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.

Cinebuah, Isaac Kodwo, Istitute of African Studies, University of Ghana, Legon, Accra, Ghana.

Clark, Mary, Linguistics Club, Indiana University, Bloomington, Indiana, 47401 U.S.A.

Claughton, Mr. J.S., Rhodes University, Gramstown, SA 6140.

Clayton, Prof. Anthony, Department of Linguistics, Cornell University, Ithaca, New York, 14853 U.S.A.

Clements, Nick, Cornell University, Ithaca, New York 14853, U.S.A.

Clima, Wolfgang, 1030 Vienna, Adamsgasse 15/1, Austria.

Cloarec-Heiss, France, Centre National de la Recherche Scientifique, 27 Rue Paul Bert Ivry Sur, Seine, France.

Coady, James, Department of Linguistics, Gordy Hall, Ohio University, Athens, Ohio, 54701, U.S.A.

Coats, Peter, Catholic Mission, P.O. Box 297, Monrovia, Liberia.

Coker, Dr. Eugenia, Fourah Bay College, University of Sierra Leone, Free Town, Sierra Leone.

Cole, Dr. Desmond T., Department of African Languages, University Witwatersrand, Milner Pk., 2001 Johannesburg, South Africa.

Coleman, Dr. William L., Department of Anthropology, University of North Carolina, Greensboro, North Carolina 27412.

Conteh, Patrick, Department of Linguistics, University of Toronto Toronto, Ontario, Canada M5S 1A1.

Cook, T.L., Afrika-Studiecentrum, Stationsplein 10 Postbus 9507, 2300 RA Leiden, Holland.

Comber, Mr. Ayaji, Fourah Bay College, Freetown, Sierra Leone.

Cope, Prof. A.T., Natal University, Durban 4001, Natal, South Africa.

Cotterell, Dr. F.P., S.I.M., London Bible College, Green Lane, Northwood, Middlesex, England.
Coulibaly, Bakary, Ecole Sup. Lettres/Sci. Humaines, Universite de Ouagadougou, B.P. 7021, Ouagadougou, Burkina Faso.
Courtenay, Karen Ruth, Wang Labs, M/S 1393, 1 Industrial Ave., Lowell, Massachusetts 01851 .
Cowell, Prof. Dustin, Department of African Languages, University of Wisconsin, 1220 Linden Dr., Madison, Wisconsin 53706.
Cowper, Elizabeth, Department of Linguistics, University of Toronto, Toronto, Ontario, Canada M5S 1A1.
Cox, Miss Elizabeth E., P.B. 861, Kigali, Rwanda.
Cranmer, Dr. David, P.O. Box 1169, Freetown, Sierra Leone.
Crazzolara, Father, St. Joseph's Cathedral, P.O. Box 200, Gulu, Uganda.
Creissels, Denis, University der Lang., BP 25, Centre de Tri, 38040, Grenoble Cedex, France.
Creider, Chet, Department of Anthropology, University of Western Ontario, London, Ontario, Canada N6A 5C2.
Cumbers, Mr. John, Society of International Missionaries, Box 127, Addis Ababa, Ethopia.
Cushingham, Stanley L., Yale University, 345 Ellsworth Ave., New Haven, Connecticut 06511, U.S.A.
Cyffer, Norbert, Pfahlweg 64a D 2082 Tornesch, West Germany.
D'Almeida, Koffi, Department d'Anglais, B.P. 1515, Lome, Togo.
Dakubu, M.E. Kropp, Institute of African Studies, University of Ghana, Legon, Accra, Ghana.
Dalache, M., Inst. Langues Vivantes Etrangeres, Universite d'Oran Es-Senia, Oran, Algeria.
Dalby, Dr. David, 6 Route de Grainville, Cressentville 27440, Ecouis, Normandie, France.
Dalphinis, Dr. Morgan, University of Nigeria, Maiduguri, Nigeria.
Damman, Prof. D. E., Am Hafur 56, 2080 Pinneberg, West Germany.
Daniel, Edward, BP Box 94, El Tagalla, Cairo, Egypt.
Daniels, Mrs. A., Port Elizabeth Teachers College, Port Elizabeth, South Africa.
Dapchi, Ngaran, Maiduguri, Borno State, Nigeria.
Dean, Virginia Lee Barnes, 1724 Logan Avenue South, Minneapolis, Minnesota 55403, U.S.A.
de Feral, Carole, Insttitute d'Etudes, Universite de Nice, Parc Valros, 06034, Nice, France.
de Vere Allen, James, PO Box 95625, Mombasa, Kenya.
Deer, Dr. Donald S., C.B.Z.O. BP 4728, Kinshasa 2, Zaire.
Dekkak, Dr. M., Center d' Enseignment Intensif des Langues, Universite d'Oran, Es Senia Oran, Algeria.
DeKlerk, Miss Anna Marie, Box 116, Lilongwe, Malawi.
Deme, Dr. Dakha, Im Flurchen 29, 6601 Scheidt, West Germany.
Demoz, Prof. Abraham, Northwestern University, Evanston, Illinois 60201.
Demuth, Katherine, Psychology Department. University of California at Berkeley, Berkeley, California 94720, U.S.A.
Denais, M., Centre National de la Recherche Scientifique, Laboratoire PEIRESC, Sophia Antipolis, 06560, Valbonne, France.

Denford, Musvosvi, Department of Education, Michigan State University, East Lansing, Michigan 48824, U.S.A.

Dennis, James, Department of English, Njala University College, University of Sierra Leone, Freetown, Sierra Leone.

DeNoronha, L.A., Institute fur Afrikanistik der Universitat Wein, A-1010, Vienna, Austria.

Deriye, Abdulkadir Haji, C/O SIDAM, P.O. Box 2075, Mogadishu, Somalia.

Derive, Marie-Jose, LP 3-121, 27, rue Paul Bert, Ivry, France.

Dhlomo, J., Department Bantu Languages, University of Pretoira, 00002 Pretoria, South Africa.

Diagne, Mr. Pathe, Libraire Sankore, Av. G. Pomgridon, BP 7040, Dakar, Senegal.

Diakonoff, I.M., MOSCOW, U.S.S.R.

Diallo, Birama, BP 2534 c/o Tejeda, Dakar, Senegal.

Dialo, Amadou, Department Linguistics, Faculte des Lettres, Universite de Dakar, Dakar, Senegal.

Diawara, Manthia, Department of Linguistics, University of Illinois-Urbana, Champaign Urbana, Illinois 61801 U.S.A.

Dickins, James, Northern Ulster University, Coleraine, N. Ireland.

Didier, Morin, 10 chemin des Glycines, 02740 Nevilly St., Front, France.

Dihoff, Ivan, Department of African Studies, Yale University, 6891 Yale Station, New Haven, Connecticut 06520, U.S.A.

Diki-Kidiri, Marcel, 31, ave. Paul Cezanne, 93370 Montfermeil, France.

Dilger, Konrad, Max-Planck-Institut, Mittelweg 187, 200 Hamburg 13, Germany.

Dimmendaal, Dr. Gerrit J., Afrikanse Taaklunde, Rijksuniversiteit te Leiden, PB 9515, Leiden, RA 2300, Netherlands.

Diop, Cheik Anta, Inst. Fond. d'Afrique Noire, University de Dakar, Dakar, Senegal.

Diop, Mamadou Seydou, 26 Bd du Chateau 92-200, Neuilly, France.

Diop, M. Aram, Centre de Linguistics Appl., Dakar, Senegal.

Diop-Fall, Mme Aram, IFAN, Department of Linguistics, Dakar-Fann, Senegal.

Dirie, Mahdi Ali, Department of Obstetrics and Gynecology, University of Uppsala, 75014, Uppsala, Sweden.

Diso, Mallam M.D., Department of Nigerian Languages, University of Sokoto, Sokoto 2346, Nigeria.

Distefano, John A. UCLA, African Studies Center, 405 Hilgard Avenue, Los Angeles, California 90024 U.S.A.

Dogo, Mallam Abubakar, University of Sokoto, Sokoto 2346, Nigeria.

Doko, Raymond, c/o LP3-121 Centre National de la Recherche Scientifique, 27 rue Paul Bert, 94200 Ivry, France.

Dolgopolsky, Aron, Institute of Linguistics, Academy of Sciences, Moscow, U.S.S.R.

Dolphyne, Dr. Florence A., Department of Linguistics, University of Ghana, PO Box 61, Legon, Ghana.

Domche, Engelbert, Creta - B.P. 1844, Yaounde, Cameroun.

Dominique, Nicole, African Studies Program, Department of Anthropology, McGill University, Montreal, P.Q. H3A 2T7, Canada.

Dommhia, Berehiwa, DNAFLA, B.P. 62, Bamako, Mali.

Domowitz, Susan, Folklore Department, Indiana University, Bloomington, Indiana 47405, U.S.A.

Donadoni, Segio, University of Rome, Universita degli Studi di Roma, via Magenta 2, 00185, Rome, Italy.

Dorfling, E.J., Department of Bantu Languages, University of Pretoria, 0002, Pretorioria, South Africa.

Doty, Tim, Box 155, Oliotokitok, Kenya.

Drame, Mallefe, CLAD, University of Dakar, Dakar, Senegal.

Drame, Kandioura, University of Virginia, 302 Carel Hall, Charlottesville, Virginia 22903, U.S.A.

Drewes, A.Y., Rijksuniversiteit te Leiden, Department of Arabic, PO Box 9515, 2300 RA Leiden, Netherlands.

Du P Goslin, B., Department of Bantu Language, Univiersity of Pretoria, 002 Pretoria, South Africa.

Du Plessis, Prof J.A., Department African Languages, University of Stellenbosch, Stellenbosch 7600, South Africa.

Duba, Mrs. G., Rhodes University, Grahamstown, South Africa 6140.

Duerksen, Mr. J. Summer Institute of Linguistics, Maridi, Box 44456, Nairobi, Kenya.

Dumestre, G., INALC, 2 rue de Lille, 75007 Paris, France.

Dumont, Pierre, Centre de Linguistique Appliquee, Universite de Dakar, Dakar, Senegal.

Dunn, Ernest, 614 Belvedere Ave., Plainfield, N.J. 07602, U.S.A.

DuPlessis, J.A., Department of Bantu Languages, University of Stellenbosch, Stellenbosch, Cape, South Africa.

Duthie, Dr. Alan, Department of Linguistics, University of Ghana, P.O. Box 61, Legon, Ghana.

Dwyer, David, Department of Anthropology, Michigan State University, East Lansing, Michigan 48824-1035, U.S.A.

Dzablu-Kuma, Simon W.K., Institute of African Studies, University of Colone, 5000 Colone 41, West Germany.

Eastman, Carol, University of Washington, M42 Denny, Seattle, Washington 98915, U.S.A.

Efere, Emmanuel, Department of Linguistics and African Languages, University of Port Harcourt, P.M.B. 5323, Port Harcourt, Nigeria.

Effimbra, Georges, Inst Nat des Arts, Abidjan, Ivory Coast.

Egberipou, O.A., Ministry of Economic Development and Planning, P.M.B. 6170 Port Harcourt, Nigeria.

Egblewogbe, Eustance, Language Centre, University of Ghana, Legon, Ghana.

Eglin, Miss Lorna, Box 25, Kajiado, Kenya.

Eguchi, Prof Paul, National Museum of Ethnology, Senri Expo Park, Osaka, Japan.

Ehret, Christopher, Department of History, University of California, Los Angeles, California 90024, U.S.A.

Eidse, Ben, Box 1420, Steinbach, Manitoba ROA 2AO, Canada.

Eitelman, Patsy, Mission Baptiste, BP 1, Koudougou, Burkina Faso.

Ekundayo, S.A., Department of Linguistics, University of Ile-Ife, Ile-Ife, Nigeria.

Elhag, Mostafa, C/O SIDAM, P.O. Box 964, Mogadishu, Somalia.

Elimelech, Baruch, Department of Linguistics, University of California, 405 Hilgard Ave., Los Angeles, California 90024.

Ellington, John, John Know Road, Montreat, North Carolina 28757.

Elliott, Larry, Nigerian Rep, Gen Bd Church/Brethren Mis, Box 626, Jos, Plateau State, Nigeria.

Elliston, Dr. E.J., Nairobi, Kenya.

Elmi, Abdullahi Sheik, Somali National University, Mogadishu, Somalia.

El-Sayyad, M.M., Institute of African Studies and Research, University of Cairo, Orman Ghiza, Cairo, Egypt.

Eltayib, Prof A., 10 rue de Gabon, Fez, Morocco.

Elugbe, Ben Ohi, Department of Linguistics and Nigerian Languages University of Ibaden, Ibaden, Nigeria.

Emenanjo, Dr. E.N., Department of Igbo Language and Culture, Alvan Ikoku College of Education, P.M.B. 1033, Owerri, Nigeria.

Emslie, Dr. C. F., Box 339, Department Bantu languages, Bloemfontein 9300, South Africa.

Endersen, Rolf Theil, Department of Linguistics, P.O. Box 1012 Blindern, Oslo 3, Norway.

Engelbrecht, Mr. J.T., Institute for Language Teaching, University of Stellenbosch, Stellenbosch, South Africa.

Engleberg, Gary, c/o Felipe Tejeda, Assoc PC Dir, BP 2534, Dakar, Corps de la Pais, Senegal.

Erickson, Helen, ELCT Lang School, PO Box 740, Morogoro, Tanzania.

Erwin, Wallace M. (Dr.), School of Language and Linguistics, Georgetown, University, Washington DC, 20007, U.S.A.

Escher, Marilyn, B P 3, Diourbel, Senegal.

Eschun, Mr. F. B., University of the Cape Coast, Department of Ghanian languages, Cape Coast, Ghana.

Esen, Dr. A. J., College of Education, Uyo, Cross River State, Nigeria.

Eshun, Francis B., Department of Ghanaian Language, University of Cape Coast, Ghana.

Esmail, Issak Issak, International Summer School, University of Oslo, PO Box 10, Blindern, Oslo 3, Norway.

Essien, Okon E., University of Calabar, PMB 1115, Calabar, Nigeria.

Essien, Udo E, Department of English, Morgan State University, Baltimore, Maryland 21212, U.S.A.

Eulenberg, John B., Department of Linguistics, Michigan State University East Lansing, Michigan 48824, U.S.A.

Ezikeojoiku, Mr. P.A., Department of Linguistics and Igbo, IMO State University, Etiti, Imo State, Nigeria.

Faber, Emmanuel, Indiana University, Bloomington, Indiana 47405.

Fabian, J., Faculty of Fine Arts, Universiteit van Amsterdam, Maagdenhuis, Spui 21, Amsterdam.

Fafunwa, A.B., Instute of Education, University of Ife, Ile-Ife, Nigeria.

Fadal, Mohamed Osman, Somali National University, P.O. Box, Mogadishu, Somalia.

Fagerberg-Diallo, Sonja, Rue des Dongeons, Goree, Senegal.
Faillace, Constantino, 5 Via Fontana dei Monaci, Ciampino, Rome.
Fal, Arama, IFAN BP 206, Dakar, Senegal.
Fall, Abd El Khader, Ministre de l'Education Nationale, Building Administrif, Dakar, Senegal.
Fajen, Rev. John, Board for Mission Service, 500 N. Broadway, St. Louis, Missouri 63102, U.S.A.
Faraclas, Nicholas Gregory, Department of Linguistics, University of California, 223 7 Dwinelle, Berkeley, California 94720, U.S.A.
Farger, Bryan, Sudan Interior Mission, Addis Ababa, Ethiopia.
Fariq, Dr. K.A., University of Delhi, Delhi, 110007, India.
Faris, James, Department of Anthropology , University of Connecticut, Storrs, Conn., 06268, U.S.A.
Farquhar, Marian, C/O Ministry of Education, Juba, Sudan.
Fatty, Lalo, Nonformal Education Center, Banjul, Gambia, West Africa.
Faye, Stan, BP 2534, Dakar, Senegal.
Faye, Waly Coly, Clad, Dakar, Senegal.
Fedry, Jacques, Director, Centre d'Etudes Linguistics, College Charles-Lwanga, BP 87, Sarh, Chad.
Fehderau, Harold, Box 278, Waterloo, Ontario, N2J 4A4, Canada.
Fellman, Jack, Linguistics and Semitics, Bar-Ilan University, Ramat-Gan, Israel.
Ferguson, Charles J., Center for Applied Linguistics, Washington, D.C., U.S.A.
Ferreira, J.A., Bantu Languages, Rand Afrikaans University Johannesburg, South Africa.
Ferry, Marie-Paule, Centre National de la Recherche Scientifique, 15 Quaia Anatole, Paris, France.
Filostrat, Christian, 1005 Chilum Rd, W. Hyattsville, Massachusetts, 20782, U.S.A.
Fisher, Rev. G. Allen, 22 Valerie Drive, Greenville, S. Carolina 29615, U.S.A.
Fivaz, Derek and Pat Scott, GK Hall, Boston, Massachusetts, 02101.
Fivaz, D., Department of African Languages, Rhodes University Grahamstown, South Africa.
Fleming, Harold C., Omotic, W. Cushitic .
Fodor, Istvan, Center for Afro-Asian Research, Academy of Science Budapest, IX Dimitrov ter 8, Hungary.
Folarin, Antonia, Linguistics Department, University of Kansas, Lawrence, Kansas 66045, U.S.A.
Foley, William, Department of Linguistics, Australian National University, Canberra, Canberra, ACT 2600 Australia.
Ford, Miss Carolyn, Society of International Missions, Box 127, Addis Abba, Ethiopia.
Ford, Kevin, P.O. Batchelor, NT 5791.
Forson, Dr. B., Language Center, University of Ghana, Legon, Ghana.
Fortune, George, Department of African Languages, University of Zimbabwe, P.O.B. MP 167 Mount Pleasant, Harare, Zimbabwe.
Frajzyngier, Zigmut, Department of Linguistic, University of Colorado, Denver, Colorado, 80210 USA.

Franke, Stephen H., 2321 Barracks Rd., Charlottesville, Virginia 22901, U.S.A.

Freeland, Miss Estelle, Q1 BP 3722, Abidjan 01, Ivory Coast.

Fromkin, Victoria, Department of Linguistics, University of California at Los Angeles, California 90024, U.S.A.

Frost, E.S., Chizera Bible Institute, PO Chizera, Zambia.

Frye, J.C., Anglican Mission, Banjul, Gambia.

Fuller, Helene R., 117 W. High Street, Oxford, Ohio 45054, U.S.A.

Furniss, G., School of Oriental and African Languages, 48 Malet St., London, WC1 7HP England.

Fusella, Prof. L., Inst. University Orient, Piazza S. Giovanni Maggiore 30, Napoli 80134, Italy.

Fyle, C. Magbaily, Institute for African Studies, University of Sierre Leone, Fourah Bay College, Freetown, Sierra Leone.

Fyle, Clifford Nelson, Department of English, Fourah Bay College University of Sierra Leone, Freetown, Sierra Leone.

Gafar, Abdul Aldumati, Department of Education, Michigan State University, East Lansing, Michigan, 48824 U.S.A.

Gafsi, Zahia, IBLV, 47 Ave de la Liberte, Tunis, 1002 Belvedere, Tunisia.

Gage, William Whitney, Center for Applied Linguistics, 1611 Kent Street, Arlington, Virginia 22209, U.S.A.

Galadanci, Prof. M.K.M., Department of Nigerian Languages, Bayero University, Kano, PMB 3011, Nigeria.

Galand, Mr. Lionel, Ecole Pratique des Hautes Etudes, 45 rue des Ecoles, 75007, Paris, France.

Gasser, Michael, University of California, Los Angeles, California, 90024 U.S.A.

Gassick, Professor Trevor, Near East Studies, University of Michigan, Ann Arbor, Michigan 48104.

Gaunt, Mr. Albert, PO Box 21285, Nairobi, Kenya.

Gaye, Pape A., African Development Corporation, 411 N. Curson Ave., Los Angeles, California, 90036 U.S.A.

Gbaa, Amos, CEM, Box 29, Central Buchanan, Grand Bassa, Liberia.

Gbla, J.K., Indigenous Language Education Project, Ministry of Education, Freetown, Sierra Leone.

Gebert, Lucyna, Lst de Slavistica, Villa Mirafiori, Via Nomentana, Rome, Italy.

Geiger, Susan, c/o A.S.P., 273 Social Science Tower, University of Minnesota, Minneapolis, Minnesota, 55455, U.S.A.

George, Isaac, ECWA/SIM, Illorin, Kwara State, Nigeria.

Gerber, Anne, TAGPA, Burkino Faso.

Gerhert, Ludwig, Seminar fur A.S.K., University of Hamburg, Von Melle-Park 6, D2000 Hamburg 13, Germany.

Geshekter, Charles, Department of History, California State University, Chico, California 95929, U.S.A.

Gibbe, A.G., University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.

Gidley, C.G.B., School of Oriental and African Studies, 48 Mallet Street, London, WC1 7HP, England.

Gildenhuys, J.G., Department of Bantu Languages, UOFS, Box 399, Bloemfontein 9300, South Africa.

Gjerlo-Johnson, Kristine C., CUNYU Graduate Center, New York New York, U.S.A.

Glaze, Anita, Anthropology Department, Indiana University Bloomington, Indiana 47405, U.S.A.
Godare, Olin, c/o Afro-American Studies Department, North Eastern University, 11 Leon St., Boston, Massachusetts 02115, U.S.A.
Gogarty, Father Terence, Catholic Mission, Narok, Kenya.
Goldsmith, John, Linguistics Department, University of Chicago, Chicago, Illinois 60637.
Goodman, Morris, Department of Linguistics, Northwestern University, Evanston, Illinois 60201.
Goslin, B. du P., Department of Bantu Languages, University of Pretoria, 0002 Pretoria, South Africa.
Gottschligg, Peter, 2372 Giesshubel, Hauptstgrazze 19, Austria.
Gouffe, Claud, Institute of Oriental Languages and Cultures L'ecole Pratique des Hautes Etudes, Paris 75006, France.
Gous, Solvejg D., Human Sciences Research Council, Private Bag X41 Pretoria 0001, South Africa.
Gowlett, D. Department of African Languages, University of Cape Town, Rondebosch, South Africa 7700.
Grah, Claire, Institut de Linguistique Appliquee, Universite d'Abidjan, Cote d'Ivore.
Gragg, Gene, University of Chicago, Department of Linguistics Chicago, Illinois 60637, U.S.A.
Grassivaro, Germano, Via S. Pietro 128/b, Padova, Italy.
Grauer, Armgard, German Arch Inst, Speilmamstrasse, 3, 629 Weilburg, Germany.
Green, Ernie, 3100 Woodward S.W., Wyoming, Michigan 49509, U.S.A.
Greenberg, Dr. Joseph, Department of Linguistics, Stanford University, Stanford, California 94305, U.S.A.
Groenewald, Mr. H.C., Rand African University, P.O. Box 524, 2000 Johannesburg, Republic of South Africa.
Groenewald, P.S., Department of Bantu Languages, University of Pretoria, 0002 Pretoria, South Africa.
Groenhuis, Marjan, Inst. for Gen. Linguistics, Grote Rozenstraat 31 9712 TG Groningen, Holland.
Grove, Ms. Erma, Box 6484, Accra, Ghana.
Grudda, Dennis, Albion, Maine 04910, U.S.A.
Guedou, Georges, Universite Nationale du Benin Cotonou, Benin.
Guenter, Rev. Darrell, Baptist Mid-Missions, 4205 Chester Avenue Cleveland, Ohio 44103.
Guerssel, Mohamed, Center for Cognitive Sciences, Massachusetts Institute of Technology, 20E-225 Cambridge, Massachusetts 02139 U.S.A.
Gueye, Mademba Ngan, Postfach 1801, D-8520 Erlangern, West Germany.
Gufstaffson, Marianne, ELCT Language School, PO Box 740, Morogoro, Tanzania, East Africa.
Guile, Timothy, Menominee Indian School District, Menominee Language Program, Box 399, Keshena, Wisconsin, 54135, U.S.A.
Guillebaud, Miss Rosemary, 31 Grantchester Rd, Cambridge, CB3 9ED, England.
Guillebaud, Mr. Peter, c/o BP 861, Kigali, Rwanda.
Gule, Mr. W.M., University of Witwatersrand, Johanesburg, South Africa.

Guleid, Abdulkarim Ahmed, P.O. Box 1571, Mogadishu, Somalia.
Gutt, Mr. E.A., c/o Summer Institut of Linguistics, Horsleys Green, High Wycombe, Bucks HP143XL, England.
Gutz, Mr. E. University College, University of London, London WC1 7HP England.
Gxilishe, D.S., Institute for Language Technology, University of Stellenbosch, Stellenbosch 7600, South Africa.
Gyekye-Aboagye, Mr. J., Bureau of Ghana Languages, PO Box 1851, Accra, Ghana.
Haacke, Wilfrid H. G., Bureau for Indigenous Languages, PO 13236, Windhoek, 9100, Namibia.
Haddad, Souraya, c/o Johns Hopkins SAIS, 1740 Mass. Ave NW, Washington DC 20036, U.S.A.
Hafez, Dr. Sabry, Department of Afro-Asian Languages, University of Uppsala, W-G Center (F211) Sueavagen 166 8113 46, Stockholm, Sweeden.
Hagege, Claude, University de Poitiers, Centre National de la Recherche Scientifique 81, 15 rue de Blossac, 86034 Poiters, France.
Haider, A., Faculty of Geology, Somali National University, P.O. Box 1081, Mogadishu, Somalia.
Hailu, Fullas, African Studies and Research Program Harvard University, Cambridge, Massachusetts 02138 U.S.A.
Hair, P.H.E., Department of History, University of Liverpool, Liverpool, England.
Hales, Father Bob, PMB 5057, Ibadan, Nigeria.
Halimaoui, Said, Cite Plein Ciel Bt 3 Gambetta, Oran, Algeria.
Hall, Cuba, 706 E. Colorado, Urbana, Illinois 61801, U.S.A.
Hall, R M R (Mike), Department of Linguistics, CUNY Graduate Center, New York, New York, 10021, U.S.A.
Hall, John F., 706 E. Colorado, Urbana, Illinois 61801, U.S.A.
Hall, Robert A. Jr., Prof. Emeritus, Cornell University Ithaca, New York, U.S.A. 14850.
Hamani, Abdou, University de Niamey, BP 418, Niamey, Niger.
Hancock, Ian F., University of Texas, Austin, Texas, U.S.A. 78712.
Hanna, Sammi, American Center for Arabic Studies, 836 S. Third, East Salt Lake City, Utah 84311.
Hannan, Michael, PO Box 2591, Harare, Zimbabwe.
Harries, Janettte, African Language and Literature, University of Wisconsin, 214 W. Chestnut Street, Chilton, Wicconsin, 53014, U.S.A.
Harrigan, Rev. William, PO Box 28, Kabala, Via Freetown, Sierra Leone.
Harrison, Mrs. Hamida, University of Ghana, PO Box 25, Legon, Ghana.
Hartford, Beverly, Department of Linguistics, Indiana University, Bloomington, Indiana 47405, U.S.A.
Hassan, Bawa, Boston University, African Studies Center, 125 Bay State Rd., Boston, Massachusetts 02215, U.S.A.
Hassan, Y.F., Institute of African and Asian Studies, University of Khartoum, Khartoum, Sudan.
Hassan, Youssif, Faculty of Arts, University of Kartoum, Kartoum, Sudan.

Haubert, Douglas, Department of Linguistics, Michigan State University, East Lansing, Michigan 48824 U.S.A.
Hauner, Magdelena, Department of African Languages and Literature, University of Wisconsin, 866 Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706 U.S.A.
Heban, M.A., Dohlenweg 14, 2000 Hamburg 60.
Heide, Lutz, c/o UNHCR/RHU, P.O. Box 2925, Mogadishu, Somalia.
Helming, Stefan, c/o gtz-administration office, PO Box 3487, Mogadishu, Somalia.
Heine, Bernd, Director, l'Institute for African Studies, University of Cologne, Colone, Germany.
Hendrikse, A.P., Department of African Languages, Rhodes University, Grahamstown, South Africa.
Heny, Frank, Institute for Gen. Linguistics, Grote Rozenstraat 31 9712 TG Groningen, Holland.
Herault, Georges, University of Abidjan, PO 887 Abidjan 08, Ivory Coast.
Herbert, Robert K., Department of Linguistics, SUNY at Binghamton, Binghamton, New York 13901.
Hersi, Ali Abdirahman, Somali Academy of Arts and Sciences, PO Box 1228, Mogadishu, Somalia.
Hetzron, Robert, Department of German and Slavic Language, University of California, Santa Barbara, California 93106.
Hevor, Koffi, Departement des Lettres, Universite du Benin Lome, Togo.
Higgins, Jacob, Monrovia Bible Institute, PO Box 393, Monrovia, Liberia, West Africa.
Hill, Professor Clifford, Teachers College, Columbia University, New York, New York 10027.
Hills, Larry, PO Box 65, Umtata Transkei 5100, South Africa.
Hinnebusch, Thomas J., Department of Linguistics, University of California at Los Angeles, 1651 Amherst Avenue, Los Angeles, California 90025.
Hino, Shun'ya, Tokyo Gaikokuga Daigaku,4-51-21 Nishigahara, Kita-Ku, Tokyo, Japan.
Hintze, Fritz, Professor of Egyptology, Humbolt University, 104 Berlin, Reinhardtstr 7, German Democratic Republic.
Hiskett, M., Oriental and African Languages, 48 Malet Street, London WC1 7HP England.
Hjort, Anders, Department of Social Anthropology, University of Stockholm, 10691, Stockholm.
Hobgood, Mrs. Wilma Jaggard, Box 543, Penney Farms, Florida 32079 U.S.A.
Hobley, Mrs. June Jackson, L.I.M. Box 26, Monrovia, Liberia.
Hodge, Carleton, Linguistics Department, L.H. 401, Indiana University, Bloomington, Indiana 47405, U.S.A.
Hodgson, Mrs. Margaret, LIM Box 26, Monrovia, Liberia.
Hoffman, Barbara G., Indiana University, Bloomington, Indiana 47405, U.S.A.
Hoffman, Prof. Dr. Carl, Lehrstuhl African I,University of Bayreuth, PO Box 3008, 8580 Bayreuth, Germany.
Hofmann, Dr. Inge, A 2346 Sudstadt, Donaystr. 105, Germany.
Holsoe, Dr. Svend, Institute for Liberian Studies, 4719 Chester Avenue, Philadelphia, Pennsylvania 19143 U.S.A.

Hombert, Jean-Marie, Department of Linguistics, LILA-CRLS, University of Lyon 2, 69500-Bron, France.
Hoover, J. Jeffrey, PO Box 22037, Kitwe, Zambia.
Hope, Dr. Edward, PO Box 1081, Harare, Zimbabwe.
Horn, Nancy, African Studies Center, Michigan State University, East Lansing, Michigan 28824, U.S.A.
Houis, Maurice, l'Ecole Pratique des Hauts Etudes, 4e Sect, 45 rue des Ecoles, 75005 Paris, France.
Houndjahoue, Leon, B.P. 06-573, Contonou, Republique Populaire du Benin.
Huber, Professor H., Sem d'ethnologie, University de Fribourg, CH Fribourg, Switzerland.
Hudson, Grover, Department of Linguistics, Michigan State University, East Lansing, Michigan, 48824, U.S.A.
Hudson, Phil, Box 26306, Indianapolis, Indiana 46226, U.S.A.
Hudson, R.A., Department of Phonetics and Linguistics, University College, Gower St., London WC1, England.
Hutchins, Rev. Paul C., PO Box 410, Kisumu, Kenya.
Hutchison, John P., Boston University, African Studies Center, 125 Bay State Road, Boston, Massachusetts 02215, U.S.A.
Hyman, Larry, University of Southern Calif, Los Angeles, California 90007, U.S.A.
Ibok, Offiong Etukudo 84, Ikot Ekpene Rd., PO Box 28, Abak, CRS, Nigeria.
Ibrahim, Maryam Mohamed, Faculty of Medicine, Somali National University, P.O. Box 835, Mogadishu, Somalia.
Ikara, Bashum, Department of Nigerian and African Languages, Ahmadu Bello University, Zaria, Nigeria.
Ikekeonwu, Mrs. Clara, University of Nigeria, Nsukka, Nigeria.
Imasuen, Dr. Ekhato Ota, Department of Linguistics and African Languages, PO Box 5773, Benin City, Nigeria.
Indakwa, John, 12526 Ashcroft, Houston, Texas 77035, U.S.A.
Ingemann, Frances, University of Kansas, Department of Linguistics, Lawrence, Kansas 66045, U.S.A.
Ingram, Mrs. B., Department of African Languages, University of Cape Town, Rondebosch 7700, South Africa.
Innes, Gordon, School of Oriental and African Studies, University of London, 48 Malet Street, London WC1 7HP England.
Irele, F.A., Department of Modern Languages, University of Ibadan, Ibadan, Nigeria.
Irvine, A.K., London School of Oriental and African Languages, 48 Malet St., London WCI 7HP England.
Irvine, Judith T., 1716 Cambridge St., Cambridge, Massachussetts 02138, U.S.A.
Ismail, Edna Adan, c/o SURERD, PO Box 2962, Mogadishu, Somalia.
Ismail, Titjani, Institute of Higher Education, Kano, Nigeria.
Isukul, Mrs. Caroline, School of Hum., University of Port Harcourt, PMB, 5323, Port Harcourt, Nigeria.
Itani, Junichiro, Research Committee for African Area Studies, Faculty of Science, Kyoto University Sakyo, Kyoto 606 Japan.
Itebete, Mr. Peter, Language Comm., Kenya Institute of Adm. PO Box Lower Kabete, Nairobi, Kenya.
Jacob, Irenee, CELA, BP 69, Kigali, Rwanda.
Jacob, Adan, Faculty of Medicine, Somali National University, PO Box 835, Mogadishu, Somalia.

Jafta, Professor Dorcas, University of Transkei, Umtata, Transkei, P1BX 5093, South Africa.
Jaggar, Phillip, University of California, Department of Linguistics, 405 Hilgard Avenue, Los Angeles, California, 90024 U.S.A.
Jaggard, Mrs. Wilma, Box 543, Hobgood.
Jama, Ahmed Duale, Somali Academy of Arts and Sciences, PO Box 1228, Mogadishu, Somalia.
Jamison, Gerit, Grederstrasse 28, Bellach 4512, Solothurm, Switzerland.
Jansen, Bernd, Xantener Str. 17, 1000 Berlin 15.
Jansen, Jorj, Institut fur Anthropogeographie, Freie University Berlin, Gruenwaldstr. 35, 1000 Berlin 41.
Jansen, J.P., African Studies Department, University of Stellenbosch, Stellenbosch, Cape, South Africa.
Jansen, Dr. Karl-Heinz, Paulusstrabe 20, D 5632 Wermelskirchen, Germany.
Janson, Tore, University of Stockholm, Department of Linguistics, S-106 91 Stockholm, Sweden.
Jarrett, Mr. K.A., c/o B.P. 10065, Niamey, Rep. du Niger, West Africa.
Jarullah, Dr. Elahi Bakhsh, Daulat Khana Aliya, Darbar Rd, Bahawapur, Pakistan.
Jenewari, Dr. C.E.W., University of Port Harcourt, Port Harcourt, Nigeria.
Johnson, G. Kwaovi, BP 67, Lome, Togo.
Johnson, Gregory P., Christian Missionary Fellowship, Box 110, Narok, Kenya.
Johnson, John, Folklore Department, Indiana University, Bloomington, Indiana, 47405, U.S.A.
Johnson, Kwaoui Gabriel, Inst. Togol. Sc. Hum. Biblio Nat., Biblioteque Nationale B.P. 1002, Lome, Togo.
Jonathan, Darius K., Department of Arabic, University of Khartoum, Khartoum, Sudan.
Jondoh, Edina, 21 Rue des Cocotiers, B.P. 522 Lome, Togo.
Jones, Eldred, Fourah Bay College, Sierra Leone.
Jonsson, Sune, Central Board of National Antiquites, Box 5405 11484 Stockholm.
Jordaan, Miss E., Department of Bantu Language, University of Pretoria, Pretoria 0002, South Africa.
Jordan, Charles E., Rte 9, Box 234A, Elizabeth, Tennessee 37643, U.S.A.
Jouannet, Francis, 22 Avenue, Chateaude la Tour, 06 000 Nice, France.
Jungraithmayr, Hermann, Department of African Studies, University of Marburg, Wilhelm-Rorke St, 6E 3550 Marburg 1, West Germany.
Ka, Fary, IFAN, University de Dakar, BP 206, Dakar, Senegal.
Ka, Omar, Department of Linguistics, University of Illinois, 1208 W. California #101, Urbana, Illinois 61801.
Kaaya, Matt, Department of Linguistics, 2337 Dwinnelle Hall, University of California, Berkeley, California, 94720, U.S.A.
Kaba, Mme. Mary White, Department of Linguistics, E.L.S.H., BP 418, University de Niamey, Niamey, Niger.
Kabimbie, Mukalay, P.O. Box 664, Lubumbashi, Zaire.

Kachango, R.D., P.O. Box 1439, Mbeya, Tanzania.
Kadir, Professor Dandatti Abdul, C.S.N.L., Bayero University, Kano, Nigeria.
Kadzimira, Katherine, Linguistics Department, Indiana University, Bloomington, Indiana 47405, U.S.A.
Kafumakache, Mr. C., c/o Miss D. Adams, Mukinge, PO Box 92, Kasempa, Zambia.
Kafunda, Ntumba, PB 700, Kananga, Zaire.
Kaheja, Dr. Thomas, Department of Linguistics, University of Nairobi, Nairobi, Kenya.
Kakai, Dr., Merritt College, Oakland, California, 94619 U.S.A.
Kakwenzire, Patrick, Department of History, Makerere University, P.O. Box 7062, Kampala, Uganda.
Kalema, John, c/o DR Verlag, Afrika and Ubersee, Unter den Eichen 57, 1000 Berlin, 45, Germany.
Kali, Mac, Department of Speech, University of Indiana, Bloomington, Indiana 47405, U.S.A.
Kalter, Marjorie, 1601 Mayfair House, Philadelphia, Pennsylvania 19144, U.S.A.
Kamany, H., University de Quebec, Montreal, P. of Quebec, Canada.
Kamara, Panda, Sierra Leone.
Kamukwanba, Lazarus, Language Study Center, Ilondola, PO Box 197, Chinsali, Zambia.
Kane, Boubacar, Center de Lingistique Applique, Dakar, Senegal.
Kane, Thomas, 1517 Swinburne Ave., Crofton, Maryland 21114, U.S.A.
Kante, Mamadou, Linguistics Department, Indiana University, Bloomington, Indiana 47405.
Kanyoro, Rachel, I, P.O. Box 21360, Nairobi.
Kapeliuk, Professor Olga, The Hebrew University, Jerusalem, Israel.
Kapings, Mr. D.W.L., Institute of Kiswhili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Karnga, Abba, Worldwide Mission in Liberia, Box 10, Buchanan, Liberia.
Kashoki, Mubanga E., University of Zambia, Ndola Campus, Box 21692, Kitwe, Zambia.
Kassuhlke, Rev. Rudolf, University of Stuttgat, Keplertr. 7, 7000 Stuttgart 1, West Germany.
Kastenholz, Mr. Raimund, University of Cologne, Cologne, Germany.
Kastner, Rosemary, School of Public Health, University of California, Los Angeles, California 90024, U.S.A.
Kaufman, Elaine, Stanford University, California 94305 U.S.A.
Kaye, Alan, Department of Linguistics, California State University at Fullerton, California, 92634, U.S.A.
Kaye, Jonathan, University of Quebec, Department of Linguistics, Montreal, Canada.
Kechrila, Dr. Hadi, Department of Oriental and Arabic Languages, University of Stockholm, Fyescahi, 10691, Stockholm, Sweden.
Kedrebego, Gerard, C.N.R.S.T., B.P. 7047 Ouagadougou, Burkina Faso.
Keelson, Mr. K.K., Language Center, University Ghana, PO Box 119, Legon, Ghana.

Keenadiid, Yaasiin C., The Acadamy of Culture, Mogadis
Democratoc Republic.
Keidel, Levi, 415 Bloom, Highland Park, Illinois 60035, U.S.A.
Kelly, Hilarie, 141 Quail Drive, Encinitas, California 92024, U.S.A.
Kelly, J., Department of Languages, University of York, Heslington, York, YO1 5DD, England.
Kenana, Christian, Seyapei, Kenya.
Kendall, Glenn (Mr. and Mrs.), L'Assoc des Eglises Baptistes, University of Rwanda, BP 217, Kigali, Rwanda.
Kendall, Martha, Department of Anthropology, Indiana University, Bloomington, Indiana 47405, U.S.A.
Kenstowicz, Michael, University of Illinois, Urbana, Illinois 61801, U.S.A.
Khalil, Mohedin, Islamic University, Omdurman, Sudan.
Khamisi, A.M., Kiswhili Institute, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Khan, Mohamed Kamal, Shanzu University College, PO Box 82075, Mombasa, Kenya.
Khira, Hichem, Centre Etudes Rech. Economique et Sociologique, 23 Rue d'Espagne, Universite de Tunis, Tunis, Tunisia.
Khoali, Ben T., P.O.B. 3, Fort Hare, 5701 Alice, South Africa.
Khumalo, Mr. J.S.M., University of Witwatersrand, Johannesburg, South Africa.
Kianga, S.D., Kiswhili Institute, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Kidda, Mairo, African Studies Center, University of Illinois, Urbaba, Illinois 61801, U.S.A.
Kihore, Yared Magori, Department of Languages, University of York, Heslington, YO1 5DD, York, England.
Kiimbila, John K, c/o Language Res Center, University of Dar es Salaam, Tanzania, East Africa.
Kilbourn, Miss Phyllis, PB 24345 Karen, Nairobi, Kenya.
Kimball, Rev. Les and Diane, L.B.T. Inc., 635 W. Galena Ave., Aurora, Illinois 60506, U.S.A.
Kimenyi, Alexandre, Department of Foreign Languages, California State University, 6000 "J" St., Sacramento, California, 95819, U.S.A.
Kingsriter, Rev. Delmar, PO Box 48377, Nairobi, Kenya.
Kinteh, Mr., National Adv Comm., Department of Education Banjul, Gambia, West Africa.
Kirk-Green, A.H.M., St. Anthony's College, Oxford, OX2 6JF, England.
Kisseberth, Professor C., 4088 Linguistics, Foreign Language Building, University of Illinois, Urbana, Illinois 61801, U.S.A.
Kiyawa, Adam A., University of Wisconsin, Department of Linguistics, Madison, Wisconsin 53706 U.S.A.
Knecht, Pierre, 15 J. Oliver, 1006 Lausanne Ch., Switzerland.
Knappert, Jan, SOAS, University of London, 14 Paddock Rd, Dollis Hill, London, England NW2 7D1.
Knight, Miss Loie, BP 900, Bangui, Central African Republic.
Knuttsson, Bengt, Saturnusgatan 29, 223 57, Lund, Sweden.
Kock, Mr. J.H.M., Department of African Languages, PO Box 524, 2000, Johannesburg, South Africa.

Kohler, Oswin, Institute of African Studies, University of Cologne, S. Colone 41, Germany.
Kokora, M.P., Institut de Linguistique Appliquee, Universite Nat. de Cote d'Ivoire, Abidjan, Cote d'Ivoire.
Komla, S K Bele, Kpedze 2nd School, Kpedze, Upper Volta.
Konu, Mr. Felix Seth, Bureau of Ghana Languages, Accra, Ghana.
Koop, Thomas J., 316 Goldthwarte Rd., Whitinsville, Massachusetts 01588, U.S.A.
Koops, Mr. Robert, United Bible Societies, PO Box 6300, JOS, Nigeria.
Koranteng, E.O., Language Center, University of Ghana, PO Box 119, Legon, Ghana.
Koti, Dr. Paul, Department of Linguistics, University of Florida, Gainesville, Florida 32611, U.S.A.
Kounta, Maria Celeste P.A., PO Box 5614, Luanda, PR A, Angola.
Kovac, Don and Diana, Institute for Sierra Leone Languages, Sierra Leone.
Kovey, Mr. J.A.S.Y., School of Ghanaian Languages, PO Box 12, AJUMAKO Central Region, Ghana.
Kozelka, Paul R., Department of Linguistics, Stanford University, Stanford, California, 4305 U.S.A.
Kraft, Charles, 1200 Lyndon St, South Pasadena, California 91030, U.S.A.
Kraft, Margaret, 1200 Lyndon Street, South Pasadena, California, 91030 U.S.A.
Kriel, A.P., Bantu Languages, University of Fort Hare, P.B. 314 Alice 5700, Cape, South Africa.
Krokfors, Christer, Department of Human Geography, University of Uppsala, PO Box 554, 75121 Uppsala, Sweden.
Kronenber, Professor Andreas, Frobenius Institute, University of Frankfurt AM Main, Leigistr. 41, West Germany.
Kruger, Professor C.J.H., Department of African Languages, University for C.H.E., Potchefstroom 2520, South Africa.
Kruger, Professor Dr. W.J., Nguni-Sotho Languages, University of Port Elizabeth, PO Box 1600, Port Elizabeth 6000, South Africa.
Kuhnle, Miss Evelyn, PO Box 21285, Nairobi, Kenya.
Kuimba, Mrs. S., Adult Literacy Organization of Zimbabwe, Box 4480, Harare, Zimbabwe.
Kumah, Mr. S.W., University zu Cologne, Cologne, West Germany.
Kumalo, M.B. Jr., University of the Witwatersrand, Johannesburg, South Africa.
Kunene, Dr. Daniel, University Wisconsin, Madison, Wisconsin 53706, U.S.A.
Kunene, E.C. Lwandle, UNISWA, P.B. Kwaluseni, Swaziland.
Kunene, Mazisi, Department of Linguistics, University of California at Los Angeles, Los Angeles, California 94305, U.S.A.
Kuse, Wandile F., Stokwe's Basin, PO Askeaton, Lady Frere, Transkei, South Africa.
Kutik, Elanah J., Harvard University, Department of Linguistics, Cambridge, Massachusetts 02138, U.S.A.
Labahn, Thomas, Hagenwiete 31, 2083 Halstengbeck, West Germany.
Labatut, Mr. Roger, 26 Ave. Reille, 75014 Paris, France.

Lacroix, Pierre-Francis, Institute of Language et Civilazation Orientale, 2, rue de Lille, 75007 Paris, France.
Ladefoged, Dr. Peter, Linguistics Department, University of California at Los Angeles, Los Angeles, California 90024, U.S.A.
Laitin, David, University of California at San Diego, La Jolla, California 92093, U.S.A.
Lambert, Pere, Presse Lavigerie, Bujumbura.
Lamberti, Marcell, Institute fur Afrika, University of Koln, Meister-Ekkehart Str 7,5000 Koln 41, Germany.
Lami, G.B.S., Fac. Lettres Sciences Humaines, Universite de Tchad N'Djamena, Chad.
Lampe, Jerry, School of Advanced International Studies, John Hopkins, 1740 Massachusetts NW, Washington, DC 20036.
Laughren, M., c/o Faculte des Lettres et Sciences Hum. Nice, France.
Laurent, Laoukissam Feckoua, Inst. Nat. des Sc. Humaines, B.P. 503ty N'Djamena, Chad.
Laux, Hubert, Geographisches Institut, Technische Universitat, Munchen, Arcisstr. 21,8000 Munchen 2.
Lavelanet, Raymond Doyon, Romance Langdepartment, Boston College, Chestnut Hill, Mass 02167, U.S.A.
Lax, Beverle, Linguistics Department, University of Wisconsin, Madison, Wisconsin 53706, U.S.A.
Laya, Dioulde, CELTHO, BP 878, Niamey, Niger.
Lebby, Sam, Sierra Leone.
Leben, William R., Stanford University, Department of Linguistics, Stanford, California 94305, U.S.A.
Lecarme, Jacqueline Center de Rech sur l'Afrique Oriental, Sophia Antipolis, 06560, Valbonne France.
Le Clant, Jean, College de France Paris, 11 Place Marcelin-Berthelot, Paris 75005, France.
Lecina, R.L., Department of Modern Languages, Fourah Bay College, Freetown, Sierra Leone.
LeGassick, Professor Trevor, 3086 Frieze Building, University of Michigan, Ann Arbor, Michigan 48109, U.S.A.
Leidenfrost, Rev. T., Division of Literature, Evangelical Lutheran Church of Liberia, PO Box 1046, Monrovia, Liberia.
Leidy, Judy, African Studies Center, Indiana University, Bloomington, Indiana, 47405 U.S.A.
Leinbach, Rev. and Mrs. Dale, PO Box 32, Magburaka via Freetown, Sierra Leone, West Africa.
Lenake, Dr. J.M., UNISA, Pretoria, 0001, South Africa.
Leowen, Dr. Jacob, PO Box 156, Abbotsford B.C., V2S 4N°, Canada.
LePage, David, PO Box 5431, Limbe, Malawi.
Leslau, Wolf, Department E Studies, University of California at Los Angeles, Los Angeles, California 90024, U.S.A.
Lewis, I.M., School of Oriental and African Studies, University of London, 48 Malet Street, London WC1 7HP England.
Lewis, Marshall, Indiana University, Bloomington, Indiana 47405.
Lightfoot, Ms. Nancy, United Methodist Church, P.O. Box 1010, Monrovia, Liberia.
Ligthelm, G.J., 26 Minni St., Sunnyside, Pretoria 0002, South Africa.

Lindau, Mona, University of California at Los Angeles, Department of Linguistics, Los Angeles, California 90024, U.S.A.
Lippou, Antoine, Departement de Linguistique, Universite Marien Ngouabi, B.P. 2883 Brazzaville, Congo.
Little, Greta D, University of South Carolina, Columbia, South Carolina 29208, U.S.A.
Lodhi, Abdulazia Yusuf, Department of Afro-Asian Languages, Box 513, 751 20 UPPSALA, Sweden.
Lombard, Professor D.P., UNISA, PO Box 392, Pretoria 0001, South Africa.
Long, Ronald, 515 36th St, W. Palm Beach, Florida 33407, U.S.A.
Louw, J.A., Department of African Languages, University of South Africa, PO Box 392, Pretoria, South Africa.
Louw, Dr. Johan K., University of Johannesburg, South Africa.
Lowenstamm, Jean, Department of Lingistics, UQAM, Case Postale 8888, Succursale "A", Montreal H3C 3P8, Canada.
Luckau, Stephen R., Department of Linguistics and Nigerian Languages, University of Ibaden, Ibaden, Nigeria.
Lukas, Johannes, Hamburg University, 2 Hamburg 13, Von Melle-Park 6, West Germany.
Luling, Virginia, 18 Mayton Street, London N7 6QR.
Lunden, Bo, Rabygatwa 9 A, 223,61, Lund, Sweden.
Lutton, Clifford L., Assoc. for Swahili, University of California, Los Angeles, California 90024, U.S.A.
M'bodj, Djibi, Biblioteque, Centre Georges Pompido de Paris, France.
Maake, Mr. N.P., Department of African Languages, University of Witwatersrand, Johannesburg, South Africa.
Maaliki, Angelo, Niger.
MacDonald, Dr. M., Edinburgh University, 7, Bucoleuch Place, Edinburgh EH8 9LW, Scotland,.
Macgaffey, Dr. Wyatt, Haverford College, Haverford, Pennsylvania 19041.
Macharia, David, Director, Adult Education Division, Ministry of Culture & Social Services, P.O. 30117, Nairobi, Kenya.
Maddieson, Ian, University of California at Los Angeles, Los Angeles, California 90024, U.S.A.
Madugu, I.S.G., University of Ibadan, Ibadan, Nigeria.
Madumula, J.S., University for Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Maeco, Jane K., Box 228, Lobatse, Botswana.
Madugu, Isaac, Department of Linguistics and Nigerian Language, University of Ibadan, Ibadan, Nigeria.
Maganga, Professor Clement, University of Port Harcourt, PMB 5323, Port Harcourt, Nigeria.
Makopo, Mr. S.A., Department of African Languages, Rand African University, PO Box 524,2000 Johannesburg, South Africa.
Maloka, Mrs. Fran, PO Box 1986 Indiannapolis, Indiana 46206, U.S.A.
Malou, Job Dharuai, Institute of Regional Languages, Maridi, Sudan.
Mamadou, Trarore, 14 Rue J.P. Laurens, No. 9, Fontenay-aux-Roses, 92260NA, France.

Mambo, John, PO Box 31337, Lusaka, Zambia.
Mambwe, Barnard, PO Box 478, Mufulira, Zambia.
Mamuya, Wilfred, Boston University, African Studies Center, 125 Bay State Rd,Boston, Massachusetts 02215, U.S.A.
Manawu, John H., Lutheran Church, Cuttington University College, Monrovia, Liberia, West Africa.
Mandel, Seth, Department of Asian and African Studies, Hebrew University, Jerusalem, Israel.
Mane, Mamadou, c/o Eoole Normale Superieure, University de Dakar,
Senegal.
Manessy, Professor Gabriel, 98134 Cd. Herriot, 06, 06034, France.
Manfredi, Victor B., 2391 Webb Ave Apt 3C, Bronx New York, New York 10468.
Manga, Abu, PMB 3011, Bayero University, Kano, Nigeria.
Mangaga, Clemens, Department of KiSwahili, University of Dar es Salaam, Dar es Salaam, Tanzania.
Mann, Michael, School of Oriental and African Studies, 48 Malet St., London WC1E 7HP, England.
Mansur, Cabdalla Cumar, PO Box 1017, Mogadishu, Somalia.
Maranz, David E., Summer Institute of Linguistics, B.P. 2984, Dakar, Senegal.
Marbuza, Mr. J.K., Department of African Languages, Rand African University, PO Box 524, 2000 Johannesburg, South Africa.
Marchese, Lynell, 3712 Aragon Dr., San Diego, California 92115 U.S.A.
Marcocci, K., 151B Botsford St, Moncton, NB, E1C 4X4, Canada.
Marcoccio, Katherine M., 17 Freese St., Providence, Rhode Island 02908, U.S.A.
Marcus, Harold, Michigan State University, African Studies Center, East Lansing, Michigan 48824 U.S.A.
Markakis, John, School of Philosophy, University of Crete, Rethymnon, Crete.
Marinis, Helene, Department de Letters Modern, Fac de Let, Universite Eduardo Mondlane, Maputo, Mozambique.
Maripane, J.P., Department of Bantu Languages, University of Pretoria, 0002 Pretoria, South Africa.
Marivate, C.T.O., UNISA, P.O.B. 392 Pretoria, South Africa.
Marsare, Dr., Oakland, California 94618, U.S.A.
Marshad, Hassan, University of Illinois, 707 Matthews, Urbana,Illinois 61801, U.S.A.
Martini, Gian Luigi, via Buniva 5, I0124 Torino, Italy.
Maryknoll Fathers, Maryknoll, New York 10545, U.S.A.
Masansa, Professor Clement, University of Dar es Salaam, Dar es Salaam, Tanzania.
Masoko, Mr. D.W.L., Institute of Kiswahili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Massabo-Tumbo, Ms. Z., Institute of Kiswahili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Massamba, David, Kiswahili Institute, University of Dar es Salaam, PO Box 35110,Dar es Salaam, Tanzani.

Massue, M., Faculte des Lettres, B.P. 1450, Bangui, Central Africa Republic.
Mateene, Kohombo, OAU, 11 Portal Ave, PO Box 7284, Kampala, Uganda.
Matenje, J.T., General Manager, CLAIM, P.O. Box 503, Blantyre, Makawi.
Mathivha, Professor M.E.R., Box 137, Sovluga, 0727 RSA.
Matiya, John, Department of French and Italian, Indiana University, Bloomington, Indiana 47405 U.S.A.
Matteru, Dr., PO Box 35110, University of Dar es Salaam, Dar es Salaam, Tanzania.
Maw, Dr. J.E.M., Department of African Studies, School of Oriental and African Studies, 48 Malet St, London WC1E 7HP, England.
Mbaabu, Dr. Terri, Chairman, Languages & Linguistics, Kenyatta University College, P.O. Box 43844, Nairobi, Kenya.
Mazrui, Al-Amin, Kenyatta University College, Nairobi, Kenya.
Mbadi, Mr. L.M., Department of African Languages, UNISA, Box 392, Pretoria 001, South Africa.
Mbamba, Mr. F., Institute of Kiswahili and Foreign Language, Zanzibar, Tanzania.
Mbiza, Mr. S., Department of African Languages, University Cape Town, Rondebosch, South Africa.
Mbogo, E.D., Kiswahili Institute, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Mbotela, James W., c/o Taifaleo, Box 49010, Nairobi, Kenya.
Mbughuni, P.M., Institute of Kiswahili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Mbunda, P.Q.R., University of Dar es Salaam, Dar es Salaam, Tanzania.
McCarus, Professor Ernest, 3085 Frieze, University of Mich, Ann Arbor, Michigan 48109, U.S.A.
Mchombo, Sam A., University of Malawi, 280 Zomba, Malawi.
McHugh, Brian, Linguistics Department, University of California at Los Angeles, 405 Hilgard Ave., Los Angeles, California 90024.
McIntosh, Dr. Mary H., Oxford University Press, 17, Silver Rd, Oxford, England.
McKinney, Norris P., International Linguistics Center, 7500 W. Camp Wisdom Rd., Dallas, Texas, 75236, U.S.A.
McLaughlin, Rev. S. Robb, c/o Across, PO Box 44838, Nairobi, Kenya.
McWilliam, Dr. A., Institute Kiswahili Research, University Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Mchombo, Sam A., University of Malawi, 29- Zomba, Malawi.
Mdee, Mr. J.S., Institute of Kiswahili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Medhi, Ismat L., University of Hyderabad, Andhra Pradesh, 500007, India.
Mel, Gnamba, Institut de Linguistique Appliquee, University d'Abidjan, Abidjan, Cote d'Ivoire.
Melching, Molly, PO 2534, c/o F. Tejeda, Dakar, Senegal.
Mensah, Dr. E.N.A., Institute de Linguistics App, University d,Abidjan, Abidjan, Ivory Coast.

Metzger, Dr. Roland G., PO Box 307, Penney Farms, Florida 32079, U.S.A.
Messiha, Zakaria, Faculty of Languages, Al-Alson, 21 Al Asbagh St. Zaytaou, Cairo, Etypt.
Mfeka, Mr. R.M., University of Witwatersrand, Johannesburg, South Africa.
Mganga, Y., Institute of Kiswahili Research, University Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Mhina, Professor G.A., Institute Kiswahili Research, University Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Miehe, Dr. Gudrun, Faculty of Arts, FB 11 Wilhelm-Ropke Str 6E, Phillips University, Marburg, D3555 Marburg, West Germany.
Milewski, T., Jezyki, Afr na poludnie od Sarary, Spr Okr, Pan 1962.
Miller, Miss Margaret, Loma Literature Center, Lutheran Church in Liberia, PO Box 1046, Monrovia, Liberia.
Miller, Joseph, Department of History, University of Virginia, Charlottesville, Virginia 22901, U.S.A.
Mills, Elizabeth, 08 BP 900, Abidjan 08, Ivory Coast.
Milubu, Mr. N.A., University of the North, South Africa.
Mitchell, Mary, c/o Afro-American Studies, University of Washington, Seattle, Wash 98195, U.S.A.
Mitiche, Nora, 740CR Picard, Brossard, Quebec JR W155, Canada.
Miyamoto, Masaoki, 30-11 Nakamizo-Cho Koyana, Kita-ku, Kyoto-shi, Japan.
Mkilifi-Abdulaziz, Mohammed, Department of African Languages, University of Nairobi, Nairobi, Kenya.
Mkude, Dr. D., Institute of Kiswahili, University Hill, PO Box 35110, Dar es Salaam, Tanzania.
Mlacha, S.A.K., Institute for Swahili Research, University of Dar es Salaam, PO Box 35110 D.E.S., Tanzania.
Mmari, Miss Aiwee, Lutheran Theological College, PO Box 55, Usa River, Tanzania.
Mngadi, Mrs. P.B., University of Witwatersrand, Johannesburg, South Africa.
Moada, Mohamed, B.I.M.L., IBLV, 47 Ave de la Liberte, Tunis, 1002 Belvedere, Tunisia.
Moadjidibaye-Ti, Department d'Anglais, University de Tchad, Njamena, Tchad.
Mobonda, Honore, Departement de Langues Vivantes, Universite Marien Ngouabi, B.P. 2642, Brazzaville, Congo.
Modricker, Mr., SIM International, Box 50770, Nairobi, Kenya, Africa.
Modricker, Mrs. D., c/o 20 N. Portland Avenue, Ventnor, New Jersey 08406, U.S.A.
Moe, Claudia, Colson Library, West Virginia University, Morgantown, West Virginia 26506, U.S.A.
Moen, Miss Mina, SIM, Box 127, Addis Ababa, Ethiopia.
Moephuli, Mr. I.M., University of Witwatersrand, Department of African Languages, Johannesburg, South Africa.
Mohamed, Mohamed A., Department of Linguistics, 401 Philadelphia Hall, Columbia University, New York, NY 10027 U.S.A.
Mohammad M. Mohammadien, Department of Geography, University of Riyad, PO Box 2456, Riyad, Saudi Arabia.

Mohlig, Wilhelm J.G., University of Cologne, African Languages, Germany.
Moiloa, Mr. J.J., Department Bantu Languages, UOFS, 1033 Moiloa St., Batho-Bloemfontein, South Africa.
Moilwa, Mr. James, University College of Botswana, UBSP/B0022, Gaborone, Botswana.
Mojola, Dr. Aloo, P.O. Box 72983, Nairobi, Kenya.
Mokgokon, Professor P.C., University of the North, Lebowa, South Africa.
Mol, Father Frans, Catholic Mission, PO Box 27801, Karen, Kenya.
Moloto, Professor E.S., University of Botswana, Gaborone, Botswana.
Momodou, Sarr, c/o Linguistics Department, University of Illinois, Urbana, Illinois 61801, U.S.A.
Monino, Yves, 26 bis rue Traversiere 75012 Paris, France.
Moomo, Mr. David .
Moore, Robert Owen, Maryknoll, New York, NY 10545, U.S.A.
Morin, Miriam, P.T.T., Malanville, Guene, Benin.
Morris, Jack, PO Box 51105, Nairobia, Kenya, Africa.
Moser, Rex, Department of Nigerian and African Languages, Ahmadu Bello University, Zaria, Nigeria.
Moser, Dr. Rupert, Alpenstrarre 47, Bern-Ostermundigen, CH-3072, University of Berne, Berne, Switzerland.
Motela, James W., Taifaleo, Box 49010, Nairobi, Kenya.
Mothibatsela, Mr. Naledi, University of Botswana and Swazi Languages, Gaborone, Botswana.
Moto, Francis, University of Malawi, Chancellor College, P.O. Box 280, Zomba, Malawi.
Moto, Dr. S., University of Zambia, Lusaka, Zambia.
Moulu, Enoch T., Folklore Department, Indiana University, Bloomington, Indiana 47405, U.S.A.
Mountford, Keith, 4040 Synott Rd, #1108, Houston, TX, 77082.
Mous, Maarten, c/o Van Zuylkenlaan 15, 3871 BG Hoeuelaken, Netherlands.
Mpaayei, Rev. John, Box 147, Narok, Kenya.
Mpalanyi, Salomon, Uganda Linguistics and Authors Association. PO Box 6 340, Kampala, Uganda.
Msangi Kiure and Nam., 5A Escondido Village, Stanford, California 94305, U.S.A.
Msanjila, Y.P., Kiswahili Institute, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Msimang, Mr. C.T., UNISA, PO Box 392, Pretoria 0001, South Africa.
Mtajuka, Khamisi Abdu, 569 Moore Hall, 1890 E.W. Road, Honolulu, Hawaii 96822.
Mtenje, Al D., University of Malawi, PO Box 5097, Limbe, Malawi.
Mubi, Mary S., Boston University, African Studies Center, 125 Bay State Road, Boston, Massachusetts 02215, U.S.A.
Mufwene, Salikoko, Linguistics Department, University of Georgia, Athens, Georgia 30602.
Muhammad, Dr. Dalhatu, F.A.S.S., Ahmadu Bello University, Zaria, Nigeria.
Muhammed, Ali 'Oswan', University of Kartoum, Department of Archeology, Kartoum, Sudan.

Muhtar, Mallam Isa, Department of Nigerian Language, University of Sokoto, Sokoto PMB 2346, Nigeria.

Mujombi, Mr. K. c/o Ranche House College, PO Box 1880, Harare, Zimbabwe.

Mukama, R., Makerere University, PO Box 7062, Kampala, Uganda.

Mukarovsky, Hans G., Institute African, University of Vienna, A1010 Vienna, Doblhoffgasse, Austria.

Mukash-Kalel, l'Institute Superior Pedagogique, de Kikwit, BP 258, Kikwit, Zaire.

Muller, Beverly, Department of Zulu, University Natal, K. George V Avenue, Durban 4001, South Africa.

Mulokozi, M.M., Institute for Kiswahili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.

Mungar, J., Department of Adult Education, Agriculture House, Box 42264, Nairobi, Kenya.

Munter, Miss Eleanor, 1110 First Ave W., Kalispell, Montana 59901, U.S.A.

Murray, R. Department of Linguistics, Ryerson Toronto, Ontario, Canada.

Murray, W., School of English, University of Lancaster, Bailrigg, Lancaster, England.

Mustapha, Dr. Khalid, Khartoum University, Khartoum, Sudan.

Musvosvi, Denford, 1421 J Spartan Village, Michigan State University, East Lansing, Michigan 48824.

Mutahi, Dr. Karega, Department of Linguistics and African Languages, University of Nairobi, PO Box 30167, Kenya.

Muyumba, Dr. (Francois) N. Kngola, Center for Afro-American Studies, Indiana State University, Terre Haute, Indiana 47809 U.S.A.

Mvula, Enoch S.T, Folklore Department, 506 N. Fess, Indiana University, Bloomington, Indiana, 47405, U.S.A.

Mwangi, Muthoni, Boston University, African Studies Center, 125 Bay State Road, Boston, Mass 02215, U.S.A.

Mwansoko, Mr. H.J.M., Institute Kiswahili Research, University Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.

Mwenesi, Leonard C., University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.

Myors, Miss Ruth, 204 Wommena Ave, Belmont WSW 2280, Australia.

Mzob, Douglas, University of Natal, Department of Zulu, Durban, South Africa.

N'Diaye, Genevive, Department de Linguistique, Universite de Dakar, Dakar, Senegal.

Nanhany, Ahmed Sheikh, c/o Fort Jesus, P.O. Box 82412, Mombasa.

Nadvi, A.H. University of Hyderabad, Andhra Pradesh 500007, India.

Nadvi, S.Z.H., University of Hyderabad, Andhra Pradesh, 500007, India.

Nakibuuka, Catherine, Department of Languages, University of Makerere Kampala, Uganda.

Nandwa, Mrs. Jane A., Kenyatta University College, Box 43844, Nairobi, Kenya.

Nankwenya, Dr. I.A.J., Manica Frieght Services, Box 460, Blantyre, Malawi.

Napon, Moise, Word Relief, PB 3801, Ouagadougou, Burkina Faso.

Nash, Jay, University of Illinois, Champaign-Urbana, Illinois 61801 U.S.A.
Nassir, Abdulahi, Box 49162, Nairobi, Kenya.
Nata, Theophile, Institut de Linguistique, Universite National du Benin Cotonou, Benin.
Nchimbi, Dr. A.S., Tassisi ya Kisw, S, SLB, SLB 882, Zanzibar, Tanzania.
Ndao, Mr. Cheik A., Building Admin, 7eme Etage, Dakar, Sec d'etat prom. humaine, Senegal.
Ndayishinguje, Pascal, University du Burundi, BP 2112, Bujumbura, Burundi.
Ndem, E.E.B., Institute of African Studies, University of Jos Jos, Plateau State, Nigeria.
Ndiaye, Codu, University of Montreal, Canada.
Ndoma, Ungina, Department of Foreign Languages, Morgan State University, Baltimore, Maryland 21239, U.S.A.
Ndombet-Assamba Leon-Joseph, c/o l'Institute Pedagogique National en Republic Centrafricain, Bangui, Africa.
Ndukwe, Pat, University of Sokoto, Sokoto, Nigeria.
Nebel, Arturo, Verona Father, Missioni African, Verona, Italy.
Neethling, Professor S.J., Xhosa Department, University of the Western Cape, PB X 17, Bellville 7530, South Africa.
Nelralway, Mr. Moundo N, Alphabetization des Adultes, N'jamena, Chad.
Nelson, Randall, PO Box 2114, Kitale, Kenya.
Nelson, Ron, BP 111, Eglise Evangelique Lutheran, Ngaoundere, Cameroun.
Nemer, Dr. Julie F., Department of English, Fourah Bay College, University of Sierra Leone, Freetown, Sierra Leone.
Newman, Roxana Ma, Department of Linguistics, Indiana University, Bloomington, Indiana 47405 U.S.A..
Newman, Paul, Department of Linguistics, Indiana University, Bloomington, Indiana 47405 U.S.A.
Ng'eleche, C.C., PO Box 180, Litein, Ammerman, Kenya.
Ngarambe, Paul, BP 48, Kikwit, Zaire.
Ngcongwone, Professor, University of Zululand, Kwa-Dlangezwa 3886, Empangeni, Natal, Department of Languages, South Africa.
Nguessan, Kouadio, ILA, BP 887, Abidjan 08, Ivory Coast.
Nicholas, M., Department Afrique, INALCO 2 Rue de Lille, 75007 Paris, France.
Nicolai, Robert, University de Nice, Faculte des Lettres and Sciences Humaine, "La Mamounia" Rue Neuve - LaBroc- 06510 Carros, France.
Nienaber, G.S., Andersoonstraat 386, 0081 Menlo Park, Pretoria, South Africa.
Night, Loic, P., 4205 Chester Avenue, Cleveland Ohio 44103, USA.
Nikiema, Norbert, Department of Linguistics, University de Ouagadougou, BP 7121, Ouagadougou, Burkina Faso.
Nimtz, August, 273 Social Science Tower, University of Minnesota, Minneapolis, Minnesota 55455, U.S.A.
Nissim, Gabriel, LACITO, 2 rue Paul Bert, 94202 Ivry Cedex, France.
Niyonkuru, Lothaire, University of Wisconsin, 866 Van Hise Hall, Madison, Wisconsin 53706, U.S.A.

Nketia, J.H.K., Institute of African Studies, University of Ghana, P.O.B. 73, Legon, Ghana.
Nkosi, N., Department of Bantu Languages, University of Pretoria, 0002 Pretoria, South Africa.
Noche, Andre, BP2, Baadjoun, Cameroun.
Norlin, Kjell, Backavagen 6, 222 48 Lund, Sweden.
Noss, Dr. Philip, University of Calabar, Department of Language and Linguistics, PNB 1115, Calabar, Nigeria.
Ntagne, Sibastien, BP 5321, Douala, Cameroun.
Ntahombaye, Phillippe, Section des Language and Literature Africaine, BP 1550 Bujumbura, Burundi.
Ntazinda, Charles, Institute National de Recherche Scientifique, BP 218, Butare.
Ntuli, Professor D. BZ, UNISA, PO Box 392, Pretoria 0001, South Africa.
Nurse, Derek, University of British Columbia, Department of Linguistics, VBC, Vancouver, British Columbia, Canada V6T 1W5.
Nussbaum, Stan, PO Box 1331, Maser University 100, Lesotho, Africa.
Nutsukpo, G. Anke, Department of Linguistics and African Languages, University Port Harcourt, Nigeria.
Nwabara, S.N., University of Nigeria Nsukka, Anambra State, Nigeria.
Nwachukwu, Dr. Philip A., Department of Linguistics and Nigerian Languages, University of Nigeria, Nsukka, Nigeria.
Nwazue, Onyema I.C., 3B 9202-II2 St, Edmonton, Alberta, T6G 2C5, Canada.
Nwoazuzu, Mrs. G.I., Department of Linguistics, University of Nigeria, Nsukka, Nigeria.
Nwokah, Mrs./Dr. & Mrs. E., Department of Linguistics and Nigerian Languages, University of Nigeria, Nsukka, Nigeria.
Nwoye, O.G., Department of Linguistics and African Languages, University of Benin, Benin City, Nigeria.
Nyaggah, Lynette, Department of Linguistics, University of Nairobi, Nairobi, Kenya.
Nyahokaja, Jean-Baptist, Language and Literature African, PO 1550 Bujumbura, Burundi.
Nyaigotti, Chacha, Program in African Languages-Yale University, G6891 Yale Station, New Haven, Connecticut 06520.
Nyaku, F. Kofi, Language Center, University of Ghana, PO Box 119, Legon, Ghana.
Nyavedzi, A.K., PO Box 45, Ho, Volta Region, Ghana.
Nyembezi, C.L.S., Shuter and Shooter Publishing House, Pietermaritzburg, South Africa.
Nyilinkindi, TR. Ephraim, BP 976, Kigali, Rwanda.
Nylander, Dudley K., Department of French and Spanish University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
Nyomi, Gake-Selete, Department of Ghanian Languages, University Cape Coast, Cape Coast, Ghana.
Nzongolo, Kayembe, BP 855, Kananga, Kasoi Occidental, Zaire.
O'Baker, Samuel, Boite Postale 280, Edea, Cameroun.
O'Fahey, R.S., University of Bergen, Historisk Institute, Postboks 23, 5014 Bergen, Norway.
O'Reilly, Dr. Aida T., California State University, 5151 State University Drive, Los Angeles, California, 90032, U.S.A.

Obliade, Tony, University of Ibadan, Department of Linguistics, Ibadan, Nigeria.
Odden, David, Department of Linguistics, Yale University, New Haven, Connecticut 06520, U.S.A.
Odden, Mary, 101 E. Tibet Rd., Columbus, Ohio 43202, U.S.A.
Oded, Arye, Institute of Asian and African Studies, The Hebrew University, Jerusalem, Israel.
Ofei-Darko, Daniel, Prebyterian Training College, Akropong-Akuapim, Ghana.
Ogbalu, Frederick C., PO Box 2, Ababana, Anambra State, Nigeria.
Ogunpolu, Babatunde, Department of African Languages, University of Lagos, Yaba, Nigeria.
Ogunsina, Mr. J.A., Department of Linguistics and Nigerian Language, University of Ilorin, Ilorin, Nigeria.
Ohly, R. Dr., Kiswahili Institute, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Oji, N. Dr., Department of English, University of Nigeria, Nsuka, Nigeria.
Okafor, Dr. P.T.N., University of Port Harcourt, Port Harcourt, Nigeria.
Oke, D.O., Department of Linguistics, University of Ife, Ile Ife, Nigeria.
Okebalana, Mr., Department of Linguistics and Nigerian Languages, University of Nigeria, Nsukka, Nigeria.
Okhotina, N.V., Moscow, USSR.
Okolo, Bertram, Department of Linguistics, University of Kansas, Lawrence, Kansas 66045, U.S.A.
Okoreaffia, C.O., Cultural Service Center, Ututu, Arochukwu, Imo State, Nigeria.
Okoth, Apollo, Methodist Student Center, 501 E. 5th St, Greenville, N. Carolina 27834, U.S.A.
Okoth, Duncan, Department of Linguistics and African Languages University of Nairobi, Nairobi, Kenya.
Olabimtan, Afolabi, Department of African Language and Literature, Faculty of Arts, University of Lagos, Yaba, Lagos, Nigeria.
Olabode, Afolabi, University of Ibadan, Ibadan, Nigeria.
Oladeji, Professor Niyi, Department of English, University of Ife, Ife-Ife, Nigeria.
Olagoke, D.O., University of Lagos, Lagos, Nigeria.
Olajubu, Chief O., Department of Linguistics and Nigerian Languages, University of Ilorin, Ilorin, Nigeria.
Olpona, Jacob, Boston University, African Studies Center, 125 Bay State Road, Boston, Massachusetts 02215, U.S.A.
Olsen, Ruth Marie, c/o African Evangelical Fellowship, Box 14, Nsanje, Malawi.
Olson, Dr. Howard, Lutheran Theological College, Makumira, PO Box 55, Usa River, Tanzania, East Africa.
Oluikpe, B., University of Nigeria, Division of General Studies Nsukka, Nigeria.
Olutoye, Mrs. Omotayo, Department of African Languages and Literatures, University of Lagos, Yaba, Lagos, Nigeria.
Omamor, Augusta Phil, University of Ibadan, Ibadan, Nigeria.

Omar, Yahaya Ali, School of Oriental and African Studies, University of London, 48 Malet Street, London WC1E 7HP, England.

Omondi, Dr. Lucia, African Languages, University of Nairobi, Nairobi, Kenya.

Onabajo, Opeoluwa, Boston University, 125 Bay State Rd, Boston, Massachusetts 02215, U.S.A.

Onema-Diawara, Annette, Department of Linguistics, 401 Lindley Hall, Indiana University, Bloomington, Indiana 47405, U.S.A.

Opare, Mr. Kwado, Department of Ghana Languages, University Cape Coast, Legon, Ghana.

Opeoluwa, Qnabajo, Boston University, African Studies Center, 125 Bay State Road, Boston, Massachusetts 02115, U.S.A.

Opoku, Kofi Asare, Institute for African Studies, University of Ghana, Legon, Ghana.

Ore, Yusuf, Department of Linguistics, University of California at Los Angeles, 90024 U.S.A.

Orr, Gregory John, Department of Linguistics, University of California at Los Angeles, Los Angeles, California 90024, U.S.A.

Osemwegie, Ikponmwosa, No 5, Ogiefa Street, Benin City, Nigeria.

Osiro, Meshak, African Studies Program, Ohio University, Athens, Ohio, 45701, U.S.A.

Osman, Ali, Department of Archaeology, University of Khartoun, Khartoun, Suddan.

Osodo, Mrs. Alice, PO Box 52023, Nairobi, Kenya.

Osuagwu, Bertram I.B., S.U.N.Y. Buffalo, Department of Linguistics, New York, New York 14261, U.S.A.

Otaala, Laura A., P.O Box 333, Maseru 100, Lesotho.

Otieno, Asenath, African Studies Program, Ohio University, Athens, Ohio, 45701, U.S.A.

Otterloo, Mr. R. Van, BP 2563, Bujumbura, Burundi.

Ounais, Salem, 47 Ave de la Liberte, Tunis 1002 Belvedere, Tunisia.

Ourso, Meterwa, Department de Linguistique, B.P. 1515 Lome, Togo.

Ovedraogo, Mathieu, International House, Room 628, 1414 E. 59th St., Chicago, Illinois 60637.

Overdulve, Pastor C.M., Presbyterian Church, Kilinda, BP 67 Gitarama, Rwanda.

Owens, J., School of Oriental and African Studies, University of London, 48 Malet St., London, WC1E 7HP, England.

Owens, Jonathan, Department of English, Yarmouk University, Irbid, Jordan.

Owusu-Ansah, David, Carleton College, One North College Street Northfield, Minnesota 55057.

Oyeleran, Olasope O., University of Ife, Department of Linguistics, Ile-Ife, Nigeria.

Padmanabha, G.J., Faculty of Cosial Science, National University of Lesotho, Roma, Lesotho.

Pahl, Professor H.W., University of Fort Hare, Alice, Xhosa District Project, South Africa.

Painter, Colen, 74 Rainbow Ridge, South, Scarbough, Ontario M1B 2H9, Canada.

Pakoua, Adolphe, c/o l'Institute Pedagogique National en
Republic Centreafrican, Bangui, Africa.
Palayer, Leine, BP 87, Sarh, Chad.
Pamagbi, Mr. J., Njala University College, University of Sierra
Leone, Freetown, Sierra Leone.
Parker, Dr. Carolyn A, 5611 Oak Boulevard,
Austin, Texas 78735.
Parsons, F.W., Department of African, School of Oriental and
African Studies, University of London, 48 Malet Street, London
WC1E 7HP, England.
Patterson, Douglas, 9201-21 Avenue, NW, Seattle, Washington
98117, U.S.A.
Pattison, Walt, Box 25, Kajiado, Kenya.
Paulson, Rev. Richard, 4020 58th Ave No., St. Petersburg,
Florida 33714, U.S.A.
Paulson, Russell G., PO Box 99078, Mombasa, Kenya.
Pazzi, Roberto, Mission Catholique d,Afanya, BP 11, Aneho, Togo.
Pelletier, Corinne .
Peraya, Daniel, S/C Ambasdsade de Belgique a Dakar, B.P. 524,
Dakar, Senegal.
Perez, Carolyn H., University of Wisconsin, Madison, Wisconsin
53706, U.S.A.
Persson, Andrew, c/o SIL, Horsleys Green, High Wycombe, Bucks
HP14 3XL, England.
Peters, Barbara, University of Wisconsin, Department of African
Languages and Literatures, Madison, Wisconsin, 53706, U.S.A.
Peterson, Ruby, PO Box 43, Ogoja, Nigeria.
Petring, Jane, Department of State/ID (Niamey) American School
of Niamey, Washington, D.C. 20520.
Petto, Bernadette, Boston University, African Studiess Center,
125 Bay State Rd, Boston, Massachusetts 02215, U.S.A.
Pia, Dr. Joseph J., Pia Research Labs, 110 Concord Place,
Syracuse, New York 13210, U.S.A.
Pichl, Walter, Department of African Linguistics, IFAB,
University of Dakar, Senegal.
Picton, John, School of Oriental and African Studies, University
of London, 48 Malet St, London, WCE1 7HP, England.
Pike, Charles, 273 Social Science Tower, University of
Minnesota, Minneapolis, Minnesota 55455, U.S.A.
Piper, Dr. Klaus, SVI, Sprachwissenschaft, Fabeckstr. 7,
1 Berlin 33, West Germany.
Pitchford, Barbara H., Linguistics Department, Indiana
University, Bloomington, Indiana 47405, U.S.A.
Platiel, Suzanne, 12 Rue Antione Chautin, Centre National de
la Recherche Scientifique, Paris 75014, France.
Pohlig, Rev. James, PMB 158, Ogoja, Cross River State, Nigeria.
Poinsloo, K.P., Private Bag X 41, Pretoria, South Africa.
Poleme, Edgar, University of Texas, Department of Oriental and
African Languages and Literatures, Austin, Texas, 78712,
U.S.A.
Polkah Toe, Samuel, WVS Tubman Center of African Culture,
Robertsport Grand Cape Mount County, Liberia.
Polotsky, Professor H.J., Department of Linguistics, The Hebrew
University, Jerusalem, Israel.

Poonawala, Ismail, Department of Linguistics and Arabic
Language, University of California at Los Angeles, 405 Hilgard
Avenue, Los Angeles, California 90024, U.S.A.
Port, Robert F., 1800 Windsor Drive, Bloomington, Indiana 47401,
U.S.A.
Porter, Phil, 273 Social Science Tower, University of Minnesota,
Minneapolis, Minnesota 55455, U.S.A.
Posthumus, Lionel C., Department of African Languages,
University Orange Free State, PO Box 339,Bloemfontein, South
Africa.
Pozzi, Renato, Instituto di Geologia, University degli Studi di
Milano, Via Mangiagalli 34, 20133 Milano.
Price, Thomas, 24 Garscadden Rd, Glasgow G 15 6 UN, Scotland.
Prinsloo, D.J., Department of Bantu Languages, University
of Pretoria, 0002 Pretoria, South Africa.
Prost, R.P., c/o MIFN, Dakar, Senegal.
Poulos, G., Department of African Languages, University of
South Africa, Pretoria, South Africa.
Pruitt, Mrs. Virginia, 8600 Skyline Drive #3101, Dallas, Texas
75221, U.S.A.
Prunet, Jean-Francois, Department of Linguistics, UQAM,
Case Postale 8888, Succursale "A", Montreal H3C 3P8, Canada.
Pudaruth, Dr. Ramesh, Department of Humanities and Social
Science, Mauritius Institute of Education, Reduit, Mauritius.
Puglielli, Annarita, Ist de Glottologia, University of Roma,
Citta University, Viale Trastevere 231, 00153 Rome, Italy.
Pulleyblank, Douglas, MIT, Department of Linguistics, Cambridge,
Massachusetts, 02139, U.S.A.
Putman, Diana, c/o USAID, Via Afgoi, Mogadishu, Somalia.
Rabeh, Omar Osman, 5 rue George Bizet, 78180 Montigny le
Bretonneux, France.
Rabi, Haji, College of Education, Somali National University,
Mogadishu, Somalia.
Rabi, Mohamed H.H., Mohamed Hasi Palvi, P.O. Box 6478,
Mogadishu, Somalia.
Rabiazamaholy, Harisoa Tiana, Imflurchen 29, 6601-Scheidt,
Federal Republic of Germany.
Rabu, Mary, University of Niamey, Deparment of Linguistics.
Raghe, Abdirahman O., c/o SURERD PO Box 2462, Mogadisha,
Somalia.
Rambeloson, J., Department des Lettresics, Universitr de
Madagascar, Antananarivo, Malagasy Republic.
Rammouny, Professor Raji, 3078 Frieze, University of Michigan,
Ann Arbor, Michigan 48109, U.S.A.
Randriana, Minoniana, Department of Romance and Classical
Languages, Michigan State University. East Lansing 48824,
U.S.A.
Rankin, Miss Dorothy, PO Box 1111, Addis Ababa, Ethiopia.
Raper, Dr. Peter E., Human Sciences Research Council, PB X41,
Pretoria 0001, South Africa.
Rassner, Ronald, Afro-American Studies, Yale University, 3388
Yale Station, New Haven, Connecticut 06529, U.S.A.
Ravarino, S., University of L'Aquila.
Redden, James, Department of Linguistics, Southern Illinois
University, Carbondale, Illinois 62901, U.S.A.

Reh, Mechthild, Institute fur Afrikasen, University of Kolon, Meister-Ekkehart-Strabe 7, D 5000 Koln 41, Germany.
Renju, Mr. Peter, PO Box 740, Blantyre, Malawi.
Retord, Georges L.A., University of Abidjan, Ghana.
Reyneke, Dr. J.L., PO Box 6215, Roggebaai, Cape Town 8012, South Africa.
Reynolds, Karl, Department of Linguistics, University of Washington, Seattle, Washington 98195, U.S.A.
Riad, Eva, Department of Afro-Asian Languages, Box 513, 751 20 Uppsala, Sweden.
Rialland, Annie, 15, Quai Anatole France, 75700 Paris, France.
Ricci, Lanfranco, SSA, Ist University Oriental, Piazza S. Giovanni Maggiore 30, Napoli 80134, Italy.
Rice, Keren, University of Toronto, Department of Linguistics, Toronto, Ontario, M5S 1A1, Canada.
Richard, Remy, Institut de Linguistique Appliquee, Universite d'Abidjan, Abidjan, Cote d'Ivorie.
Robertson, Rev. Kenneth, BP 3330, Dakar, Senegal.
Rodegem, Pere, Tervuren Pube, Belgium.
Rohrborn, Klaus, Institute fur Orientalistik, Otto Behaghel Strasse 10, Giessen D-6300, West Germany.
Rollins, Jack D., 1025 East First St, Bloomington, Indiana 47401, U.S.A.
Rosberg, Professor Carl, Department of Political Science, University of California, Berkeley, California, 94720, U.S.A.
Rosenau, Eugene/Bruce, 215 Cureton St, Greenville, South Carolina 29605, U.S.A.
Rottland, Dr. Franz, Department of Linguistics and African Languages, Universitat Bayreuth, Lehrstuhl Afrikanistik, Postfach 3008, 8980 Bayreuth.
Roulon, Paulette, Grand Fontaine, Conde-en-Brie, 02330, France.
Roux, Justus C., Department of African Languages, University of Stellenbosch, Stellenbosch 7600, South Africa.
Rowson, Hilary, Rural Health Training School, P.O. Box 9, Kintampo B/A, Ghana.
Royer, Ralph, c/o Church World Serv, BP 11624, Niamey, Niger.
Rubanza, Yunus I., Department of Linguistics, Michigan State University, East Lansing, Michigan 48824 U.S.A.
Rufa'i, Dr. Abba, Bayero University, Kano, PMB 3011, Kano, Nigeria.
Rudkin-Jones, Julia, 20 Bristol House, 80A Southampton Row, London WCI.
Rugambra, Cyprien Institute National de Recherche Scientifique, BP 218, Butare.
Ruhumbika, Professor Gabriel, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Rumford, Mr. James, Group Schollaire, Butare, Rwanda.
Rundgren, Frithiof, Department of Afro-Asian Languages, Box 513, 751 20 Uppsala, University of Uppsala, Sweden.
Russell, Dr. J.C., University of York, Department of Language, Heslington, York, YO15DD, England.
Rwabukumba, Gaspard, Institute de National de Recherche Scientifique, Butare, Kwanda.
Rycroft, D., School of Oriental and African Studies, University of London, 48 Malet St, London, England.

Ryding, Karin C., 1920 Rhode Island Ave, McLean, Virginia 22101, U.S.A.
Rzewuski, Eugeniusz, Faculdade de Letras, Univ. Eduardo Mondlane, Maputo, Mozambique.
Sabimana, Firmard, 501 N. Dunn, Bloomington, Indiana 47401.
Sacko, Ladji, Linguistics Department, Indiana University, Bloomington, Indiana 74705.
Sadler, Dr. Wesley, 3758 NW Tyler Place, Corvallis, Oregon 97330.
Saeed, Dr. John I, School of Communication, National Institute for Higher Education, Glasnevin, Dublin 9, Ireland.
Saini, Musa, c/o Mass Media, Medical Health, Bangue, Gambia.
Salaun, Father, Box 155, Lilongwe, Malawi.
Salim, Dr. Bello, Bayero University, PMB 3011, Kano, Nigeria.
SaLone, Sukari, Ohio State University, Columbus, Ohio 45810, U.S.A.
Samarin, Dr. William, 24 Chudleigh Ave, Toronto, Ontario, M4R 1T1, Canada.
Samatar, Said S., Department of History, Rutgers University, Newark, NJ 07102.
Samb, Amar, Inst. Fond. D'Afrique Noire, Universite de Dakar, Dakar, Senegal.
Samusoni, Mr. Innocent, BP 69, Kigali, Rwanda.
Sangana, Mr. Pierre, 3902 Hillside Ave., Indianapolis, Indiana 46205.
Sanseverino, Hilary Costa, c/o Italian Consulate General, PO Box 287, Mogadishu, Somalia.
Sanyang, Yahya M., Mass Media, c/o Medical and Health, Peace Corps, PO Box 582, Banjul, The Gambia.
Sarr, Momodou, c/o Department of Linguistics, University of Illinois, Urbana, Illinois 61801, U.S.A.
Sarr, Samba Ndaw, Ministere de la Culture, Centre d'Etudes des Civilisations, Dakar, Senegal.
Sasse, Hans-Jurgen, IAS, University Munchen, Geschwister-Scholl-Platz 1, D 8000 Munchen 22, Germany.
Sathekge, P.B., Department of Bantu Languages, University of Pretoria, 0002 Pretoria, South Africa.
Satyo, Professor S., Department of African Languages, University of South Africa, Box 392, Pretoria 001, South Africa.
Sauder, Miss Doris, Box 28, Zwedru, Krahn, Liberia.
Sauvageot, Serge, 12, R.E. mile Faquet, 75014 Paris, France.
Savadogo, Lamine, Boston University, African Studies Center, 125 Bay State Road, Boston, Massachusetts 02215, U.S.A.
Saxe, Arthur Alan, Department of Sociology and Anthropology , Ohio University, Athens, Ohio 45701, U.S.A.
Scantamburlo, Fr. Luigi, Mis. Italiana, via Arcoveggio 80/7, 40129 Bologna, Italy.
Scarcia, Professor Bianca, Via Cameria 3, 00175 Roma, Italy.
Schachter, Paul, University of California at Los Angeles, Los Angeles, California 90024, U.S.A.
Schadeberg, Dr. Thilo C., Afrikanse Taalkunde, Reijksuniversite te Leiden, Postbus 9515, 2300 RA Leiden, Netherland.
Schaefe, Ronald, Department of Language, Literature and Human Science, BP 526 Cotonou, Benin.

Schaefer, Thomas, 313 Stadium St, Pittsburgh, Pennsylvania 15204, U.S.A.
Scheer, Rev/Mrs Gary, BP 202, Ginsenyi, Rwanda.
Scheffers, Rev. Mark, C.R. Mis., Lamco-Buchanan, Robertsfield, Liberia, West Africa.
Scheven, Albert, 505 W. John Street, Champaign, Illinois 61820.
Schicho, Dr. Walter, Institute fur Afrikan, University of Wein, A 1010 Wein, Doblhoffgasse 5/9, Austria.
Schierling, Mrs. Ruth, PO Box 28, Kabala, Via Freetown, Sierra Leone.
Schneider, Gilbert, Ohio University, Athens, Ohio 45701, U.S.A.
Schnukal, Anna, University of Ilorin, Ilorin, Nigeria.
Schoeman, H.S., Africa Institute of South Africa, P.O.B. 630, Pretoria, South Africa.
Scholz, Fred, Institut fur Anthropogeographie, Freie Universtat Berlin, Grunewaldstr. 35, 1000, Berlin 41.
Scholz, H.J., SIOL, Box 44456, Nairobi, Kenya, East Africa.
Schopfer, Nikolaus, c/o Deutsche Texaco, Postfach 2633, 6000 Frankfurt.
Schrock, J.R., Sudan Council of Churches, PO Box 469, Khartoum, Sudan.
Schuh, Russell G., Department of Linguistics, University of California at Los Angeles, Los Angeles, California 90024, U.S.A.
Schultz, Alfred, PB 2534, c/o F. Tejeda, Dakar, Senegal.
Schunemann, Hans-Wichart, c/o Deutsche Texaco, Postfach 600449, 2000 Hamburg 60.
Schuring, Gerard K., Institute for Research, Human Science Research Council, PB X41, Pretoria 0001, South Africa.
Schwartz, Linda, Indiana University, Bloomington, Indiana 47405, U.S.A.
Scotton, Carol, Department of Linguistics, Michigan State University, East Lansing, Michigan 48824, U.S.A.
Scully, Robert T.K., Department of Anthropology , Hartwick College, Oneonta, New York, 13820, U.S.A.
Seck, Assane, Ministre de la Culture, Dakar, Senegal.
Sedlak, Philip A.S., Department of State, Washington, DC 20520, U.S.A.
Sellassie, Dr. Mikre, PO Box 1252, Addis Ababa, Ethiopia.
Selassie, Bereket Habte, Department of Anthropology, University of Georgia, Athens, Georgia 30602.
Sengo, T.S.T., University of dar es Salaam, Dar es Salaam, Tanzania.
Sengo, T.S.Y., University of Khartoum, Khartoum, Sudan.
Sengova, Dr. Joko, Fourah Bay College, Freetown, Sierra Leone.
Serzisko, Fritz, Institut fur Sprachwissenschaft, Universitat Koln, Meister-Ekkehart-Str. 7, 5000, Koln 41.
Seydou, Christiane, 76 Rue Lecourbe, 75015 Paris, France.
Seymour, Dr. David, 4205 Chester Ave, Cleveland, Ohio 44103, U.S.A.
Shaffer, Miss Ruth, Box 21010, Nairobi, Kenya.
Shahid, Dr. Irfan, School of Language and Linguistics, Georgetown University, Washington, DC 20007, U.S.A.
Shakir, Mahmud M., Cairo.

Shalab, Ibrahim M., African Studies and Research Program, Howard University, Washington, DC 20059, U.S.A.
Shank, Dr. David A., 08 BP 2120, Abidjan 08, Ivory Coast.
Shanze, Robanda, Boite Psstale 161, N'Djamena, Tchad, West Africa.
Sharp, Sandy, Johannesburg College of Education, 27 St Andrews Road, Parkstown, Johannesburg 2193, South Africa.
Sheely, Lila, BP 240, Bangui, C.A.R., Africa.
Sheven, Albert, 505 W. John St., Champaign, Illinois 61820.
Shimizu, Kiyoshi, Fillenbaumgasse 47/3/1, 1210 WIEN, Austria.
Shinnie, P.L., Department of Archaeology, University of Calgary, 2500 University Drive, NW Calgary, Alberta, Canada T2N 1N4.
Shode, Akin, Stanford University, PO Box 9206, Stanford, California 94305, U.S.A.
Shoemaker, Ms. Gertrude, 8417 E. Mission Dr., Rosemead, California 91770, U.S.A.
Shwala, Mrs. C.V.P., University of Witwatersrand, Johannesburg, South Africa.
Sibertin-Blanc, Jean-Luc, Institute of Swahili and Foreign Languages, P.O.B. 882 Kidutani, Zanzibar, Tanzania.
Sibiodon, Father J, PO Box 78, Oshogbo, Nigeria.
Sibomana, Leo, University of Jos, Jos, Nigeria.
Sidibeh, Bakary, National Cult Archives, The Old Lib, Independence Dr., Banjul, Gambia.
Sidibeh, Fatumata, Non-formal Ed Ctr., Banjul, Gambia.
Siemers, Janice, The Institute for Sierra Leonean Languages, Freetown, Sierra Leone.
Singler, John, Department of Linguistics, New York University, New York, New York 10003.
Sisay, Hassan, African Studies Program, California State University at Chico, Chico, California 95929, U.S.A.
Siyad, Isse Mohamed, Department Linguistics and Somali Language, Somali National University, Mogadishu, Somalia.
Skikna, S., Johannesburg College of Education, 27 St Andrews Rd., Parktown, Johannesburg 2193, South Africa.
Skinner, Neil, Department of African Languages and Literatures, University of Wisconsin, Madison, Wisconsin 53706, U.S.A.
Slager, Don, c/o LAC, Rob 1419, Monrovia, Liberia, West Africa.
Slager, Tim, CR Mis, c/o LAC, Box 1419, Monrovia, Liberia.
Smith, Donald K., c/o IICC, PO Box 10123, Eugene, Oregon 97440, U.S.A.
Smith, Mrs. Jill, PO Box 42726, Nairobi, Kenya.
Smith, N.V., School of Oriental and African Linguistics, University College London, Gower St., London WCIE 6BT, England.
Snyman, Professor, J.W., University of South Africa, Pretoria 0002.
Sosseh, Hayib, George Washington University, Washington DC 20052.
Souleymane, Faye, C.L.A.D. Faculte des Lettres, Universite de Dakar, Dakar, Senegal.
Soumare, Mamadou, Professeur de Linguistique, Ecole Normale Superieure, Bamako, Mali.
Sow, Alpha, NV131A, 50 bd. de Port Royal, Paris, France.

Spaulding, Jay, c/o African Studies Center, Michigan State University, East Lansing, Michigan 48824.

Spears, Richard A., Department of Linguistics, Northwestern University, Evanston, Illinois 60201, U.S.A.

Spolsky, Bernard, Department of English, Bar-Ilan University Rama, Gan, Israel.

Spurlock, Miss Arlene, 15 Pine St, Gallipolis, Ohio 45631, U.S.A.

Stahlke, Dr. Herbert, Department of English, Ball State University, Munsi, Indiana 47306, U.S.A.

Stefano, P., Missionari Combaniani, Via Luigi Lilio, 80, 00143, Rome, Italy.

Stennes, Dr. Leslie H, 3709 24th Ave S, Minneapolis, Minnesota 55406, U.S.A.

Sterk, Dr. Jan, B.P. 8911, Kinshasa, Zaire.

Stevenson, Professor Roland, IAAS, University of Khartoum, Khartoum, Sudan.

Stevick, Earl W., Swahili For Serv Institute, Department of State, Washington, DC 20520, U.S.A.

Stewart, Rev. James, PO Box 311, Gaborone, Botswana.

Stewart, Mr. John, University of Leiden, 7 E. Barnton Gardens, Edinburgh EH4 6AR, Scotland.

Stewart, John, Afrika-Studiecentrum, Stationsplein 10 PB 9507 2300 RA Leiden, Holland.

Stewart, William L., Program in Linguisitics, CUNY, 33 W. 42nd St., New York, New York, 10036.

Stigler, L., Bayero University, Kano.

Stirnimann, Dr. Hans, Ave des Vanils 2, Fribourg CH 1700, Switzerland.

Stoller, Paul, Department of Anthropology, University de Niamey, BP 418 Niamey, Niger.

Stone, J., Foreign Service Institute, Department of State, Washington, DC 20520, U.S.A.

Stork, Dr. Lothar, Am Schulwald 45, D 2000 Hamburg 62, Germany.

Stough, Mr. Bill, PO Box 21285, Nairobi, Kenya, East Africa.

Stowasser, Dr. Barbara, School of Language and Linguistics, Georgetown University, Washington, DC 20007, U.S.A.

Strachan, Mr. A., U.O.F.S., PO Box 339, Bloemfontain 9300, South Africa.

Stradner, Wolfgang, c/o S.I.L., Abidjan, Ivory Coast.

Strelcyn, Stefan, 39 Whitemoss Ave, Manchester M21 LXS, England.

Strickland, Nancy, Mission Baptiste, BP 1, Koudougou, Burkina Faso.

Stroomer, H.J., Department of Arabic, University of Leiden, PO Box 9515, 2300 RA, Leiden, Holland.

Stuart, Charles, 812 Church St, West Chester, Pennsylvania, 19380, U.S.A.

Stucky, Susan, Department of Linguistics, Stanford University, Stanford, California 94305 U.S.A.

Stuurman, Mr. A.B., Xhosa Department, University of the Western Cape, BP X 17, Belleville 7530, South Africa.

Sultani, Crispus, Department of Language, PO Box 100, Maragoli, Kenya, East Africa.

Sundstran, Kathryn, Evangelical Cov Church, 5101 N. Francisco Avenue, Chicago, Illinois 60625 U.S.A.

Sundstrand, Miss Kay, PB 1377, Bangui, Central African Republic.
Swaffer, Janet K., Department of Germanic Languages, University of Texas at Austin, 78712.
Swanepoel, Professor C., Department of African Languages, UNISA, Pretoria 0001, South Africa.
Swartz, Linda, Indiana University, Bloomington, Indiana 47401, U.S.A.
Swift, Lloyd B., 4401 Highland Ave, Bethesda, Maryland 20014, U.S.A.
Sylla, Yero, IFAN University de Dakar, BP 200, Dakar, Senegal.
Synman, J.W., Department of African Language, UNISA, Pretoria, 0001 South Africa.
Taber, Charles R., E.S.R., Johnson City, Tennessee 37601, U.S.A.
Takawira, Mr. Ignatias, c/o Ranche House College, PO Box 1880, Harare, Zimbabwe.
Takassi, Issa, Departement de Linguistique, Universite du Benin, B.P. 1515, Lome, Togo.
Takizala-Masoso, Alexis, B.P. 1592, Lubumbashi, Shabaa, Zaire.
Takona, Livingston, Box 147, Narok, Kenya, East Africa.
Talle, Aud, Department of Social Anthropology, University of Stockholm, 10691 Stockholm.
Talmoudi, Fathi, Department of Arabic, Vastra Hamngatan 3, 411 17 Goteborg, Sweden.
Tarr, Dr. Del Jr., California Theological Seminary, 2515 W.
Shaw, Fresno, California 93711, U.S.A.
Taylor, Charles, Department of Linguistics, University of Sydney, Sydney, Australia.
Tayyib, Prof. Abdulla, 10 rue de Gabn, Fez, Morocco.
Teferra, Tsehaye, 912 S. Highland, Arlington, Virginia 22204, U.S.A.
Teguedere, Mr. Faustin, Institute de Linguistque, BP 1450 Bangui, Central African Republic.
Tejeda, Felipe, BP 2534, Dakar, Senegal.
Temu, Mr. Canute W., Institute Kiswahili Research, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.
Terpstra, Gerard, 3800 Quiggle Avenue, Ada, Michigan 49301; SUM-CRC, Jos, USA; Nigeria.
Tersis, Nicole Centre National de la Recherche Scientifique, 15 Quai Anatole-France, Paris, France.
Tessitore, Father Raphael, Catholic Mission, PO Box 29, WAU Sudan.
Thayer, James, c/o 6725 Trailwood Drive, Fort Worth, Texas 76140, U.S.A.
Thayer, Linda, c/o 6725 Trailwood Drive, Fort Worth, Texas 76140, U.S.A.
Thead, Venter, Institute of Linguistics and Literature Research, Potchefstroom University Potchefstroom, Transvaal, South Africa.
Thelwall, Robin, Linguistics Department, New University of Ulster, Coleraine, N. Ireland BT52 1SA, England.
Thiuri, John, School of Language Studies, Rm 901, 1400 Key Blvd, Arlington, Viriginia 22209, U.S.A.
Thomas, J.M.C., Laboratoire Langue et Civ. a Tradition Orale 5 Rue de Marseille, 75010 Paris, France.

Thomas, Jacqueline, Centre National de la Recherche Scientifique, 15 Qaui Anatole-France, Paris, France.

Thomas, Jeff, Department of Zulu, University of Natal, King George V Avenue, Durban 4001, South Africa.

Thomas, Peter, PO Box 3306, Kumasi, Ghana.

Thomsen, Martha Larson, ACROSS, PO Box 44838, Nairobi, Kenya.

Timbo, Adama, Linguistics Department, Indiana Univeristy, Bloomington, Indiana 47405, U.S.A.

Timitimi, Albert O., Rivers State Council for Arts and Culture, 74/76 Bonny Street, Port Harcourt, River State, Nigeria.

Timyan, Dr. Judith, 01 BP 1658, Abidjan 01, Ivory Coast, West Africa.

Toscano, Maddalina, Via Zuppetta Tr. Schuotto No. 2, 80055 Portici, Napoli, Italy.

Touray, Madi, Peace Corps, Box 582, Banjul, Gambia, West Africa.

Touzot, Jean, 38, r. St Sulpice (6e), Paris, France.

Toweett, Dr. Taaitta, Nairobi College, Haile Selassie Avenue, #9-Jasho, Hse bx 54392, Nairobi.

Traill, A., Department of Phonetics and Linguistics, University of the Witswatersrand, Johannesburg, South Africa.

Traversa, G., University of Pisa, 56100, Pisa, Italy.

Tresalti, Emilio, Policlinico Universitario "A. Gemelli", Largo Gemelli 8, 00168 Rome.

Tswanya, Samuel, Federal University of Technology, P.O. Box 656, Minna, Nigeria.

Tubiana, Joseph, Centre National de la Recherche Scientifique, 15 Quai Anatole-France, Paris, France.

Tumbo-Masabo, Z., Kiswahili Research Institute, University of Dar es Salaam, PO Box 35110, Dar es Salaam, Tanzania.

Turay, Dr. A.K., Sub-Department of Linguistics, Fourah Bay College University of Sierra Leone, Sierra Leone.

Turton, David, Institute of Ethiopian Studies, Addis-Ababa, Ethiopia.

Twilingiyimana, Chrysogone, Institute Natinal de Recherche Scientifique, BP 218, Butare, Kwanda.

Ubahakwe, E., Department of Teacher Education, University of Ibadan, Ibadan, Nigeria.

Ubesie, Tony, Anambra Television, Enugu, Nigeria.

Ugonna, Dr. N., Department of Linguistics and African Languages, University of Lagos, Lagos, Nigeria.

Ullendorf, E., University of London, School of Oriental and African Studies, 48 Malet Street, London, England.

Umezinwa, W.A., Department of Language and Linguistics, University of Jos, PMB Jos 2084, Jos, Nigeria.

Unegbu, Mr. A.I.R., from Bertram Osuagwu, SUNY, Buffalo, New York 14261, U.S.A.

Usman, Mrs. A.A., Department of Nigeria Languages, University of Sokoto, Sokoto 2346, Nigeria.

Uttenberg, Simon, Department of Anthropology , University of Washington, Seattle, Washington, 98195, U.S.A.

Uwalaka, Rev. Mother, DDLC, PO Box 546, Enugu, Anambra State, Nigeria.

Uwalaka, Mary Angela, Department of Linguistics, University of Ibadan, Ibadan, Nigeria.

Uzochukwu, Dr. Sam, Department African Languages and Linguistics, University of Lagos, Lagos, Nigeria.
Vail, Prof. H. Leroy, Department of History, Harvard University Cambridge, Massachusetts 02138.
Vail, Hazen, University of Zambia, Lusaka, Zambia.
Valdman, Albert, Indiana University, Bloomington, Indiana 47495 USA.
Vallee, Roger P., 400 Cochran Rd, Pittsburgh, Pennsylvania 15228, U.S.A.
van der Merwe, W., Department of History, University of Zululand, Kwa-Dlangezwa V. Empangeni, South Africa.
van der Walt, M.J., Department of Linguistics, University of the Western Cape, Bellville, South Africa.
van Leynseele, Helense, Afrikaanse Taalkunde, P.B. 9507 2300RA, Leiden, Holland.
van Rooyen, C.S., University of South Africa, Pretoria, South Africa.
Van Spaandonck, Marcel P., B.P. 1844y Yaounde, Cameroun.
Van der Jagt, Mr. Krijn, PO Box 1133, Yaounde, Cameroun .
Van Hecken, Guido, Department de Let. Mod., Fac. de Let., University Eduardo Mondlane, Maputo, Mozambique.
Van Huyssteen, Ms. A., University of the Western Cape, Xhosa Department, P.Bag X 17, Bellville 7530, South Africa.
Van Otterloo, Mr. R., BP 2563, Bujumbura, Burundi.
Van Wyk, E.B., Department of African Languages, Rand African University, PO Box 524, 2000 Johannesburg, South Africa.
Vanderaa, Mr. Larry, Chepelle 10, 2034 Peseux, Switzerland.
Vandervort, Eleanor, Gordon College, Wenham, Massachusetts 01984, U.S.A.
Varotti, Adriano, Instituto Universitario di Architettura, Venice, Italy.
Vass, Winifred K., 3829 McFarlen Blvd, Dallas Texas 75205, U.S.A.
Verger, P., Department of Modern Languages, University of Ife Ile, Ife, Nigeria.
Verin, Pierre, INALCO, 2 Rue de Lille 75007, Paris, France.
Vessella, Nino, Via Tasso 26, 04100 Latina, Italy.
Viljoen, M.M., Windhoek Public Library, P.O. Box 3180 Windhoek, 9100 Namibia.
Vincke, Jacques, African Language and Literatures, University of Lubumbashi, BP 1825, Lubumbashi, Zaire.
Vinton, Rev. Samuel, 1485 Trentwood SW, Grand Rapids, Michigan 49509, U.S.A.
Virahsawmy, Dev, Mauritius Institute of Education, Rediot, Mauritius.
Virmani, K.K., University of Delhi, Delhi, 110007, India.
Vitestam, Gosta, Tunavagen 4, 223 62 LUND, Sweden.
Vlaardingerbroe, Rudy, 801 95th Ave North, Naples Park, Florida 33940, U.S.A.
Von Massenbach, Gertrud, G.R.F., c/o Armgard Grauer, Speilmamstrasse 3, 629 Weilburg, Germany.
Von Staden, PMS, Department of African Languages, Rand African University, PO Box 524, 2000 Johannesburg, South Africa.
Vorbichler, Anton, Institute for African Languages, University of Vienna, A-2340 Moedling, Gabrielerstrasse 171, Austria.

Vossen, Rainer, Ludwig-Jahn-Str. 27, D-5000 Koeln 40, West Germany.
Vuo, Frank, African Studies Program, New College, University of Toronto, Toronto, Ontario, M5s 1A1, Canada.
Wagner, Ewald, Institute fur Orientalistik, Otto Behaghel Str 10, Giessen D-6300, West Germany.
Wais, Ismail, Am Kalkhugel 2, 4500 Osnabruck, West Germany.
Wakhungu, Damari, Portland State, University, Black Studies Department, Box 751, Portland, Oregon 97219, U.S.A.
Walter, Bob J., African Studies Program, Ohio University, Athens, Ohio 45701.
Walters, Tom Spencer, Afro American Studies, University of Washington, Seattle, Washington, 98195.
Wambalaba, Wamukota, c/o Black Studies Department, Portland State University, Box 751, Portland,Oregon 97219, U.S.A.
Warner, J., Box 110, Wajir, Kenya, East Africa.
Warren, Dennis, Prof. of Anthropology, Iowa State University Ames, Iowa 50011.
Watters, J., SIL, B.P. 1299, Yaounde, Cameroun.
Waugh, Linda, Department Modern Languages and and Linguistics, Morrill Hall, Ithaca, New York 14850.
Weaver, D.J., Department of English, Njala University College, Freetown, Sierra Leone.
Wehrmann, Manfred, PO Box 1032, Mogadishu, Somalia.
Welch, Dr. Douglas, Anderson College School of Theology, Anderson, Indiana 46012.
Welmers, Dr. William, University of California, Los Angeles, California 90024 U.S.A.
Wendland, Dr. Ernst, PO Box Ch-91, Lusaka, Zambia.
Were, Professor G., University of Nairobi, PO Box 30197, Nairobi, Kenya.
Wescott, Roger Wms., Department of Linguistics, Drew University, 11 Green Hill Road, Madison, New Jersey 07940, U.S.A.
Westberg, Rev Sigurd F, c/o Covenant Archives, 5125 N. Spaulding Ave, Chicago, Illinois, 60625 U.S.A.
Westphal, Prof E., Department of African Languages, University of Cape Town, Rondebosch, RSA 7700, South Africa.
Whittemore, Robert, African Studies/Anthropology Department, University of California at Los Angeles, Los Angeles, California 90024, U.S.A.
Wiegand, D., Marburger Str. 54, 6300 Gieben, FRG.
Wilkes, A., Department of Bantu University Language, University of Pretoria, 0002 Pretoria, South Africa.
Willetts, Karen, 159 Mt. Pleasant St., Frostburg, Maryland 21532, U.S.A.
Williams, Wayne, Afro-American Studies, University of Washington, Seattle, Washington 98195, U.S.A.
Williams, J.A., PO Box 269, Monrovia, Liberia, West Africa.
Williamson, Kay R.M., School of Humanities, University of Port Harcourt, PMB 5323, Port Harcourt, Nigeria.
Wills, Dorothy, Department of Anthropology, University of North Carolina, Chapel Hill, North Carolina 27514, U.S.A.
Wilson, Michael S., La Mission Baptiste du Togo, BP 43, Tabligbo, Togo.

Wilson, Thomas, 6000 Topke NE, No. 209, Alburquerque, New Mexico 87109, U.S.A.
Wilson, Dr. W.A.A., University of London, 48 Malet St, London WC1 7HP, England.
Wimer, Rev. Gordon, BP 21, Toulepleu, Ivory Coast.
Winston, F.D.D., School of Oriental and African Studies, 48 Malet St., University of London, London, WC1 7HP England.
Winter, Dr. J.C., University of Bayreuth, Postfach 3008, D 8580 Bayreuth, Germany.
Wisser, Miss Emma, PO Box 86, Banjul, Gambia, West Africa.
Witherell, Mr. Julian W., Library of Congress, African and Mid Eastern Division, Washington, DC 20540, U.S.A.
Wittmann, Henri, Syndicat des Professeurs, Universite du Quebec a Trois Rivers, Trois Rivieres, Quebec, Canada.
Wolanyo, Amegah Kwaku, Department of Ghanian Languages, University Cape Coast, Cape Coast, Ghana.
Wolf, Dr. Paul P., Institute Ethnologie and Afrika-Studies, Gutenberg University, Saarstr.21, Gutenberg, Germany.
Wolff, Ekkehart, Institute of African Languages and Culture, Hamburg, Germany.
Wolford, Rev. Marvin, Ruund Bible Project, Kapanga, PB 2219, Lubumbashi, Zaire.
Wood, John, 5 bis rue Antoine Bourdelle, 75015, Paris, France.
Wood, Mrs. Marilyn, 52 5th A-t, Orange Grove, Johannesburg, South Africa.
Woods, Prof Don, Scarborough College, University of Toronto, Toronto, Ontario, M5S 1A1, Canada.
Woweru, Sam, Department of Linguistics, Indiana University, Bloomington, Indiana 47405, U.S.A.
Wright, Frank, Linguistics Department, Lindley Hall 401, Indiana University, Bloomington, Indiana 47405, U.S.A.
Wright, George, Department of Political Science, California State University, Chico, California 95926.
Wright, Mr. J.L., African Evan Fellowship, PO Box 68, Mauritius.
Xulu, Mr. J.M., UOFS, Box 339, Bloemfontein 9300, South Africa.
Yacouba, Konate, Department de Philosophie, Ecole Normale Superieure, Abidjan, Cote d'Ivoire.
Yahaya, Dr. I.Y., Bayero University, Kano, PBM 3011, Kano, Nigeria.
Yakobo, Rev Siprian, Lutheran Theological College, PO Box 55, Usa River, Tanzania.
Yalwa, Lawan D., Bayero University, Center for the Study of Nigerian Languages, Kano, Nigeria.
Yamba, Mohamed, Ohio University, African Studies Program, Athens, Ohio 45701, U.S.A.
Yanco, Jennifer J., 223 Summer St, Somerville, Massachusetts 02143, U.S.A.
Yayi, Olaleye, Department of Modern European Languages, University of Ife Ile, Ife, Nigeria.
Yeboa-Dankwa, Jonas, Indiana University, Foley 109, Bloomington, Indiana 47405, U.S.A.
Yri, Mr. K.M., Norwegian Lutheran Mission, Box 5540, Addis Ababa, Ethiopia.
Yusuf, Hassan Ismail, Faculty of Medicine, Somali National University, PO Box 835, Mogadishu, Somalia.

Zaborski, Andrzej, Institute of Oriental Philology, Jagellonian University, Krakow 31-154, Worcella 9/5, Poland.
Zahia, Gafsi, Bourguiba Institute of Modern Languages, 47 Ave de la Liberte, Tunis, Tunisia.
Zaria, Dr. Amadou B, Bayero University, Center for the Study of Nigerian Languages, Kano, Nigeria.
Zawadowski, Yuri, Institute of Orien, Academy of Science, Armianski per. 2, Moscow Ctr, USSR.
Zawawi, Dr. Sharifa, City College of New York, 138th St and Convent Ave, New York, New York, 10031, U.S.A.
Ziadeh, Professor Farhat, University of Washington, Seattle, Washington 98105, U.S.A.
Ziegler, Rev/Mrs, PO Box 23, Willowvale, 5040, Republic of Transkei, South Africa.
Zimmerman, Mr. Daniel, Route 1, Box 286, Grafton, Illinois 62037, U.S.A.
Zimmerman, Wolfgang, Native Language Bureau, Private Bag 13236, Winghoek 9100, Namibia.
Zondi, Mr. Elliot, Department of Zulu, University of Natal, King George V Avenue, Durban 4001, South Africa.
Zoubko, G., Inst Afr Akodemia, Nauk, Moscow, USSR.

Appendix H:
Institutional Addresses

AELIA see Association d'etudes linguistique intercultural africaines

Aberdeen University African Studies Group
Department of History
Kings College, AB9 2UB Scotland,
U.K.

Academy for Educational Development
Kenya Institute of Education
P.O. Box 30231, Nairobi
Kenya

Academy of Sciences
USSR Africa Institute
16 Staro konyusheny Pereulok Moscow 6 - 2
U.S.S.R.

Academie Malagache
Tsimbazaza Antananarivo
Madagascar

Acad. Mauricienne Languages et Literatures
Curepipe,
Mauritius

Addis Ababa University
Linguistics Department
Addis Ababa,
Ethiopia

Adult Educational Unit
Ministry of Education
N.E. Ville, Freetown
Sierra Leon

*
Adult Literacy Organization of Zimbabwe
Box 4480, Harare, Zimbabwe

*
Africa Evangelical Fellowship
Box 136, Blantyre, Malawi

African and Middle Eastern Studies
University of Denver
Denver, Colorado 80210

African-Afro-American Studies
The University of Kansas
Lawrence, Kansas 66045

*

African Inland Mission
PO Box 178
Pearl River, N.Y. 10965
U.S.A.

African Languages Department
Rijksuniversitet de Gent St.
Pietersplein 4-5-6, B-9000 Ghent
Belgium

Africana Museum
Cuttington University College
Monrovia, Liberia

Afrika Studiecentrum
Stationsplein 10 Leiden
Holland

African Studies
Southern Illinois University
Carbondale, Illinois 60625
U.S.A.

African Studies Association
University of California, Los Angeles
Los Angeles, Calfornia 90007
U.S.A.

African Studies Center
Boston University
Boston, Massachusetts 02215
U.S.A.

African Studies
State University of New York
Buffalo, New York 14226
U.S.A.

African-American Studies
University of Maryland
Baltimore, Maryland 21228
U.S.A.

African-American Studies
University of Maryland
College Park, Maryland 20742
U.S.A.

African Studies and Research
Howard University, S. Faculty Building, Room 224
Washington, D.C. 20001
U.S.A.

African Studies
Lake Forest College,
Lake Forest, Illinois 60045
U.S.A.

African Studies
Political Science Department
Kent State University
Kent, Ohio 44242
U.S.A.

African Studies Program
Kalamazoo College
Kalamazoo, Michigan 49001
U.S.A.

African Studies Program
University of Notre Dame
Notre Dame, Illinois 46556
U.S.A.

African Studies Program
Western Michigan University
Kalamazoo, Michigan 49001
U.S.A.

African Studies Committee, Int'l Studies Program
University of Toronto
Toronto, Ontario
M5S 1A1, Canada

African Studies Department
Princeton University
Princeton, New Jersey 08540
U.S.A.

African Studies Program
De Pauw University
Greencastle, Indiana 46135
U.S.A.

African Studies Program
St. Andrews Presbyterian College
Larinburg, North Carolina 28532
U.S.A.

African Studies Program
University of Notre Dame
Notre Dame, Illinois 46556
U.S.A.

African Studies Program
York University
Downsview, Ontario
M3J 1P3, Canada

African Studies
Univeristy of Lagos
Lagos, Nigeria

Afro-American and Black Studies
Roosevelt University
Chicago, Illinois 60625
U.S.A.

Afro-American Studies Department
University of Georgia
Athens, Georgia 30602
U.S.A.

*
Allama Iqbal Open University
Inst. of Arabic and Islamic Studies
sector H-8, slamabad
Pakistan

Alliance Biblique Universelle
B.P. 12172 Niamey
Niger

*
American University in Cairo
Box 2511, Cairo
Egypt

Anthropos-Institut
A-Janssen str 20, D-5205 St. Angustin Lbei
West Germany

*
Associateion d'tudes linguistiques interculturelles africaines
173 Boul. St. Germain Cedax 6
75272 Paris,
France

*
Baptist Evangelical Fellowship
Box 136, Blantyre,
Malawi

*
Baptist International Mission
Africa Department
Rt. 8, Box 214
Greenville, South Carolina 29611
U.S.A.

*
Baptist Mid-Missions
4205 Chester Ave.
Cleveland, Ohio 44106, U.S.A.

*
Baptist Mission in Bophuthatswana
Mission Language Study
PO Box 124, Taung 854
Bophuthatswana

*
Baptist Mission in Malawi
PO Box 467, Lilongwe
Malawi

*
Baptist Mission of Ethiopia
Box 5539, Addis Ababa
Ethiopia

Baptist Mission of Swa/Namibia Ndonga (R20)
P.O. Box 916, Tsumeb 9000
Swa/Namibia

*
Baptist Publications
PO Box 228, Lobatse
Botswana

*
Bar-Ilan University
Ramat-Gan
Isreal

*
Berkeley-African Studies see University of California/Berkeley

Bible Society of Ethiopia
Box 1251, Addis Ababa
Ethiopia

Biblioteqie Nationale
B.P. 20 Nouakachott,
Mauritania

*
Binndee Jande
BP 175
75665 Paris, France

Black Studies Department
California State University
Long Beach, California 90801
U.S.A.

Black Studies Department
Herbert H. Lehman College
CUNNY Bronx, New York 10468
U.S.A.

Black Studies Program
State University of New York
Stony Brook, New York 11790
U.S.A.

Black Studies Program
Earlham College
Richmond, Indiana 47374
U.S.A.

*
Boston University
African Studies Center
125 Bay State Road
Boston, Massachusetts 02215
U.S.A.

*
Bourguiba Institute of Modern Languages (IBLV)
47, Ave. de la Liberte, Tunis 1002 Belvedere,
Tunisia

*
Bureau of Ghana Languages
PO Box 1851, Accra
Ghana

*
CELA
BP 69, Kigali
Ruanda

CELTA, Faculte des Lettres
Universite Nationale du Zaire Lubumbashi
Zaire

CNRS see Centre National de la Recherche
Scientifique

Centre for African Studies
University of Cape Town, Cape Town
South Africa

Center for African Studies
St. John's University
Jamaica, New York 11439
U.S.A.

Center for African Studies
University of Florida
Gainesville, Florida 32611, U.S.A.

*
Centre for African Studies
6 Burlington Gardens
London, WIX 2EX England

*
Centre For African Studies
Adam Ferguson Building, George Square, Edinburg,
Scotland, U.K.

Centre National de la Recherche Scientifique
Departement Afrique
13-15 Quay A
Anatole France, 75007 Paris, France

Centre Nat. de la Rech. Sc. et Tech.
B.P. 7047 Ouagadougou
Borkina, Faso

Centre d'Etudes Africaines
Universite Libre de Bruxelles
1050 Bruxelles
Belgium

Ctr. D'Etudes D'Afrique Noire
Universite de Bordeaux I 33405 Talence,
France

Center des Etudes des Civilisations
Ministere de la Culture, Dakar
Senegal

Centre Intl. de Recherche Africaine
Universite de Paris VII 75221 Paris,
France

Centre Etudes Rech. Economique et Sociologique
Rue d'Espagne Tunis,
Tunisia

*
Centre de formation
White Fathers
Chinsali, Zambia

Centre de Linguistique Africaine
Universite de Paris III 19 Rue des Bernadins
75230, Paris, France

Centre de Rech. Africaines
Universite de Paris I 17 Rue de la Sorbonne
Paris 75231, France

Centre Reg. Rech. Doc. Trad. Orale
B.P. 369 Niamey,
Niger

Centro Estudos de Anthro. Cultural
Rau Jau 54 Lisboa 3,
Portugal

Centre of African Studies
Cambridge University
Cambridge CB3 9DA
England, U.K.

Centre of West African Studies
Birmingham University
Birmingham B15 2TT
England, U.K.

Centre Universite de la Reunion
12 Victoire B.P. 847 97489 St. Denis Isle, Reunion
Dom France

Ctr. Rech. Lang. Trad. Orale Africaine
B.P. 1844 Yaounde
Cameroun

*
Chichewa Board
PO Box 108
Zomba, Malawi

*
Christian Extension Missionaries
CR Mission
c.o LAMCO, Buchanan, Box 69,
Roberts International Airport
Liberia

*
Christian Missionary Fellowship
Box 26306
Indianapolis, Indiana 46226
U.S.A.

*
Christian Reformed World Mission
2850 Kalamazoo SE
Grand Rapids, Mi 49508
U.S.A.

*
Columbia University
Institute of African Studies
New York, N.Y. 10027
U.S.A.

Comitato Tecnico Linguistico see Universite Nazionale Somala

*
Comite Fufulde
BP 17, Bembereke,
Benin

*
Comite de Langue Ewe
s/c du conseil superieur de l'education nationale
PO 4830 Lome,
Togo

Committee on African Studies
University of Chicago
Chicago, Illinois 61455

Committee for African Studies
University of California, Berkely
Berkeley, California 90024

*
Conservative Baptist Foreign Mission Society
Box 5,
Wheaton, Illinois 60189
U.S.A.

Cooperative Language Institute
Box 1247
Addis Ababa,
Ethiopia

Council on African Studies
Yale University
New Haven, Connecticut 06520

Dept. des Langues Africaines et Ling.
Universite de Younde,
Cameroun

Department des Langues Vivantes
Ecole des Lettres, Univ. du Benin Lome,
Togo

Department des Langues Vivantes
Ecole Normal Superieure Bamako,
Mali

Department des Langues Vivantes
Universite de Yaounde, Faculte des Arts Yaounde,
Cameroun

Department of Adult Education
Agriculture House
P.O. Box 42264
Nairobi, Kenya

Department of African Languages and Literature
University of Wisconsin
Madison, Wisconsin 53706
U.S.A.

Department of African Studies
Hebrew University, Jerusalem
Israel

Department of African Studies
State University College
New Paltz, New York 12561, U.S.A.

Department of Afro-American Studies
University of Minnesota
Minneapolis, Minnesota 55455, U.S.A.

Department of Afro-Asian Language
Box 513
75120 Uppsala, Sweden

Department of Black Studies
University of California
Santa Barbara, California 93106, U.S.A.

Department of Black Studies
Long Island University, Brooklyn Center
Brooklyn, New York 11201, U.S.A.

Department of English and Literature
University of Benin, Benin City,
Nigeria

*

Department of Foreign Language
West Virginia University, Chitwood Hall
Morgantown, West Virginia 26506, U.S.A.

Department of Foreign Languages and Ling.
University of Dar es Salaam Dar es Salamm,
Tanzania

Department of Languages and Linguistics
University of Alexandria Shatby, Alexandria,
Egypt

Department of Languages and Linguistics
National University of Lesotho Roma,
Lesotho

Department of Languages and Linguistics
University of Benin Benin City,
Nigeria

Department of Languages and Linguistics
University of Malta Msida,
Malta

Department of Languages and Linguistics
Makerere University Kampala,
Uganda

Department of Languages and Linguistics
University of Addis Ababa Addis Ababa,
Ethiopia

Department of Languages and Linguistics
American University in Cairo Cairo,
Egypt

Department of Languages and Linguistics
University of Science and Technology Kumasi,
Ghana

Department of Languages and Linguistics
University of Malawi, P.O.B. 278 Zomba,
Malawi

Department of Languages and Linguistics
Al-Fateh University Tripoli,
Libya

Department of Languages and Linguistics
Chancellor College Zomba
Malawi

Department of Languages and Linguistics
Univeristy of Gar younis Benghazi
Libya

Department of Languages and Linguistics
Ahmadu Bello University Zaria,
Nigeria

Department of Languages and Linguistics
University of Transkei Umtata,
Transkei

Department of Languages and Linguistics
University of Zambia Lusaka,
Zambia

Department of Languages and Cultures of Africa
London University
London WIX 2EX England

Department of Language and Linguistics
University College of Swaziland Kwaluseni,
Swaziland

Department of Language and Linguistics
University of Pretoria, Brooklyn Pretoria,
South Africa

Department of Language and Linguistics
Research on Oral Tradition
P.O. Box 600 Zanzibar
Tanzania

Department of Languages and Linguistics
University of Cape Coast, Cape Coast,
Ghana

Department of Linguistics
University of Nairobi Nairobi,
Kenya

*
Department of Linguistics and African Language
University of Port Harcourt
PMB 5323, Port Harcourt
Nigeria

*
Dozentur fur Afrikanistik an der Universitat Bern
c/o Moser, Alpenstr. 47, Bern-Ostermundigen
Switzerland

*
ELCT Language and Orientation School
PO Box 740, Morogoro,
Tanzania

*
East Carolina University
African Studies Program
Greenville, North Carolina 27834
U.S.A.

*
Eastern Mennonite Board of Missions
Oak Lane and Brandt Blvd.
Salunga, Pennsylvania 17538
U.S.A.

Ecole Pratique des Hautes Etudes
45-47 r. des Ecoles, 4e Section, 75005
Paris, France

*

Ewegbe Akademi (Academy of the Ewe Language)
BP 2,
Lome, Togo

Experiment in International Living
Kipling Road
Brattleboro, Vermont 05301
U.S.A.

*

Foreign Service Institute
Department of State
Washington, D.C. 20520
U.S.A.

Forbenius-Gesellschaft
6 Frankfort A.M. Liebestrasse 41,
West Germany

*

Formations Pratique
29 rue Vincent
Dakar, Senegal

*

Fourah Bay College
University of Sierra Leone
Freetown, Sierra Leone

*

Free Methodist Church of North America
Winona Lake, Indiana 46590
U.S.A.

Ghana Academy of Arts and Science
P.O. Box 439 Queen's Road Gabarone,
Botswana
*
Gospel Missionary Union
10,000 North Oak
Kansas City, Missouri 64155 U.S.A.

*

Grace Mission, Inc.
2124 Martindale SW
Wyoming, Michigan 49509
U.S.A.

Groningen University
Department of Linguistics
Grote Rozenstraat 31,
Groninge, 9712 TG Netherlands

Groupe d'Etudes et. Rech. de Linguistique Appl.
Universite Nationale du Rwanda Butare,
Rwanda

Groupe de Recherches Guineenes, Conakry,
Guinee

Hebrew University see The Hebrew University

Howard University
Washington, D.C. 20059, U.S.A.

IBLV see Bourguiba...

IBPFM see Independent Board for Presbyterian Foreign Missions

ILA see Institut de linguistique appliquee

INALCO see Institut National...

IRLA see Institute for Research into Language and the Arts

Independent Board for Presbyterian Foreign Missions
246 W. Walnut
Philadelphia, PA. 19144
U.S.A.

*
Indiana University
Bloomington, Indiana, 47405, U.S.A.

Institut Africain
Mouyondozi, Congo

Institut Bourgiba des Langues Vivantes
47 Avenue de la Liberte
Tunis, Tunisia

Institute des Belles Lettres Arabes
12 Rue Jamaa El Haoua Tunis,
Tunisia

Inst. de Estudios Africanos
Castellano 5 Madrid
Spain

Inst. de Ling. App. de Bangui
B.P. 1450 Bangui,
Centrafrique

*

Institut de Linguistique Appliquee ILA
Universite d'Abidjan
08 BP 887 Abidjan
Ivory Coast

Institut de Recherche des Sc. Hum.
Univesite de Gabon,
Gabon

Institut de Recherche Economique et Sociologique
Universite Nationale du Zaire Kinshasa, XI
Zaire

Institute des Sciences Humaines
Koulouba Bamako,
Mali

Institute for African Studies
University of Zambia
P.O.B. 900, Lusaka, Zambia

Institute Fondamental d'Afrique Noire
B.P. 206 Dakar,
Senegal

Inst. Fur Afrika-Kunde
Neuer Jungfernsteig 21 2000 Hamburg, 36,
West Germany

Inst. Fur Afrikanistik
5 Koln, Univ. Koln Meister Ekke. Str. 7,
West Germany

Inst. Fur Kultursociologi
Kobenhauns Univ.
1358 Kobenhaun
Denmark

Inst. Fur Volkkerkunde
Univ. Wien A-101
Wien Univ. 7
Vienna, Austria

Instituto Italo-Africano
Via Ulisse Aldrovandi 16 Roma, 00197
Italia

Inst. Malagache Arts. Dram. Folkl.
Centre Culturel Albert Camus Av. de l'Independence
Antannarivo, Madagascar

Institute National de la Rech. Sc.
B.P. 2240
Lome, Togo

*
Institut National de Recherche Scientifique
BP 218 Butare,
Rwanda

Institut National des Langues et Civilisations Orientales
INALCO
2, rue de Lille,
Paris, 57007, France

Institute National de Rech. en Science Humaine
B.P. 318
Niamey, Niger

Institute National de Sciences Humaines
B.P. 503 Ndjamena
Chad

*
Institut fur Afrikanistik
A1010 Wien, Doblehoffgasse 5/9, Vienna
Austria

Institut fur Orientalistik see Universitet
Giessen

Institute for Liberian Studies
4713 Chester Ave.
Philadelphia, Pennsylvania 19143
U.S.A.

*
Institute for Research into Language and the Arts
PB X41
Pretoria 0001
South Africa

Institute for Sierra Leonean Languages see The Institute
for...

Institut Mauritanian de Rech. Sc.
B.P. 196 Nouakchott
Mauritania

Institute of African Studies
University of Nairobi
P.O. Box 30197, Nairobi, Kenya

Institute of African and Afro-American Studies
Richmond College CUNY
Staten Island, New York 10301

Institute of African and Bantu Studies
Potchefstroom University
Potchefstroom, Transvaal
South Africa

*
Institute of Kiswahili Research
PO Box 35110, Dar es Salaam,
Tanzania

Institute of Swahili Studies
P.O.B. 35110 Dar es Salaam
Tanzania

Inst. Study Language & Culture, Asia & Africa
Tokyo University of Foreign Studies 4-51 Nishigahara, 4 Chome
Kita, Tokyo 114
Japan

Inst. Rech. Sc. Afrique Centrale
1 Rue Defacqz 1050 Bruxelles,
Belgium

International African Institute
210 High Holborn
London, England
U.K.

*
Johannesburg College of Education
27 St Andrews Rd, Parktown
Johannesburg 2193
South Africa

*
Johns Hopkins
S.A.I.S.
1740 Massachusetts Ave NW
Washington, D.C. 20036
U.S.A.

*
Kalamazoo College
Kalamazoo, Mich. 49001
U.S.A.

Kiswahili Institute see Institute of Kiswahili Research

*
Koninklyk Instituut v.d. Tropen
Mauritskade 63, 1092 AD Amsterdam
Netherlands

*
Korhogo Bible School
BP 109, Korhogo
Ivory Coast

*
Kpelle Language-Literacy Center
Lutheran Church
Box 1046
Monrovia, Liberia

*
LACITO LP3.121 CNRS
22, rue Paul Bert, IVRY,
Cedex, 94204 France

Language Centre
P.O. Box 119 Legon,
Ghana

Languages Department
University of College of Botswana Gabarone
Botswana

LILA see Laboratoire d'informatique et linguistique
africaine

*
Laboratoire d'Information et Linguistique Appliquee (LILA)
Universite Lyon 2,
C. de Recherches Ling. & Semiologiques
ave. P Mendes-France, BRON F-69500
France

*
Language Study Centre
Ilondola, PO Box 197
Chinsali, Zambia

*
Leiden University
Box 1703, S-221 01 Lund
Netherlands

*
Lund Universitet
Dpt. of Semitic Languages
Sparta, Tunavagen 39F, S-223 63 UND
Sweden

*

Lutheran Theological College
PO Box 55
Usa River, Tanzania

Marburg University see Phillips-Universitat

*

Mauritius Institute of Education
Department of Humanities and Social Studies
Reduit
Mauritius

*

Mawuli School
PO Box 45 Ho,
Ghana

*

McGill University
African Studies Program
c/o Dpt of Anthropology
855 Sherbroke St.
West, Montreal, P.Q. H3A 2T7 Canada

*

Mennonite Board in Eastern Africa
Church Hse, Moi Ave.
PO Box 47596
Naiobi, Kenya

*

Mennonite Central Committee
21 S. 12th St.
Akron, Pennsylvania 17501
U.S.A.

*

Michigan State University
African Studies Center
East Lansing, Michigan 48824
U.S.A.

*

Ministere de l'Education Nationale
DNFLA
Bamako, Mali

*

Ministry of Education
Department of Adult Education
Agriculture House, Box 42
64, Nairobi,
Kenya

*
Ministry of Education
Department of National Education
PO Box 7118, Katutura,
Windhoek 9000,
Namibia

Mission Baptiste
B.P. 3330,
Dakar, Senegal

*
Morgan State University
Cold Spring Land and Hillen Road
Baltimore, Maryland 21239
U.S.A.

*
New University of Ulster
Linguistics
Coleraine, Co. Londonderry, N. Ireland BT52 1SA
U.K.

Nigeria Educational Research Council
P.O. Box 8058
Legos, Nigeria
*
Northeastern University
African-American Studies Department
11 Leon Street,
Boston, Massachusetts 02115, U.S.A.

*
Northern Illinois University
Department of Foreign Languages
DeKalb, Illinois 60115
U.S.A.

*
ONE PAF (Office of Literary Development)
BP 1179
Ouagadou, Burkina Faso

*
Ohio University
African Studies Program
Athens, Ohio 45701
U.S.A.

Pan-African Studies Department
California State University
Northridge, California 90324

*

Peace Corps
Senegal

*

Peace Corps
Washington, D.C. 20000
U.S.A.

*

Phillips-Universitat Marburg
Fachgeb. Afrikanistik
FB 11, W-Ropkestr.6E, 3550 Marburg
West Germany

*

Portland Community College
12000 S W 49th Ave.
Portland, Oregon 97219
U.S.A.

*

Portland State University
PO Box 751, Portland, Oregon, 97219, U.S.A.

Program of African Studies
Johns Hopkins University
Washington, D.C.20036, U.S.A.

Program of African & Asian Languages
Northwestern University
2010 Sheridan Rd.
Evanston, Ill. 60201, U.S.A.

Program of East African Studies
Syracuse University
Syracuse, New York 13210
U.S.A.

*

Ranche House College
Adult Education Centre
PO Box 1880, Harare
Zimbagbwe

Regent's College
Center for Information on Language Teaching and Research
Inner Circle Regent's Park, London NW1 4N5 England

*

Rhodes University
Grahamstown 6140
South Africa

Royal Africa Society
18 Northumberland Avenue
London, WC2N 5BJ England
U.K.

Royal Anthropological Institutetures of Africa
6 Burlington Gardens
London, WIX 2EX England
U.K.

SELAF
5, rue de Marseille, 75010 Paris
France

School of African and Asian Studies
University of Sussex Palmer
Brighton BN2 9RH
England, U.K.

School of Ghana Languages
P.O. Box 12
Ajumako via Esiam, C.R. Ghana

School of Oriental and African Studies
Malet Street London, WC1 7HP
England, U.K.

Sectie Afrikaanse Taalkunde
Rapenburg 67-73
Rijksuniversiteit te Leiden
Leiden, Holland

Seminario di Africanista
Instituto Univ. Orientale Napoli,
80134 Italia

Service de Documentation
Centre de Linguistique Appliquee Universite de Dakar
Dakar, Senegal

Section de Linguistique Appliquee
Universite de Yaounde
Yaounde B.P. 73
Cameroun

Seminar Afrikan. Sprachen Kulturen
Universitaat Hamburg 2 Hamburg 13 Von Melle Park 6
West Germany

Seminar Sprachen Kult. Nordafrikas
63 Giessen Rathenaustr. 17 Haus E.,
West Germany

SIL; See Societe Internationale de
Linguistique

SIL; see Summer Institute of Linguistics

SIM; see Society of International Missionaries

SIM; see Sudan Interior Mission

SOAS see University of London

*
Schweizerisch Afrika-Gesellschaft/Societe suisse d'etudes
afric.
CH-3000 Bern
Switzerland

Seminario di Studi Africani
Instituto Universitario Orientale
Piazza S. Giovanni, Maggiore 30, Napoli
Italy 80134

Societe D'Etudes Linguistiques et Anthro.
5 Rue de Marseilles 75010 Paris,
France

Societe Intl. de Linguistique
B.P. 1299 Yaounde, Cameroun

*
Societe International de linguistique
BP 1299 Yaounde,
Cameroon

*
Societe International de linguistique
BP 857 Abidjan 08
Ivory Coast

Societe' International de Linguistics
BP 1784
Ouagadougou

*
Society for Promoting Igbo Language and Culture
11 Central School Road
PO Box 386,
Onitsha, Nigeria

Society of African Culture
18, r. des Ecoles, 75005 PARIS
France

Society of International Missionaries
Box 127, Addis Ababa
Ethiopia

*

Southern Illinois University
Department of Anthropology
Carbondale, Illinois 62901
U.S.A.

*

Stanford University
Stanford African Studies
Room 209, Hoover Bldg.
Stanford, California 94305
U.S.A.

*

Sudan Interior Mission
Box 50770 Nairobi
Kenya

Summer Institut of Linguistics Pokot (Nandi)
PO Box 44456, Nairobi
Kenya

*

Summer Institute of Linguistics (England)
Horsleys Green, High Wycombe, Bucks. HP14 3XL
England

*

Summer Institute of Linguistics (Sudan)
Box 44456, Nairobi
Kenya

*

Syracuse University
Foreign and Comparative Studies Program
119 College Place
Syracuse, N.Y. 13210, U.S.A.

Tel Aviv University
Israel

*

The Hebrew University
Institute of Asian & African Studies
Jerusalem,
Israel

The Institute for Liberian Languages
PO Box 513, Monrovia, Jerusalem
Israel

*
The Institute for Sierra Leonean Languages
PMB 139, Freetown
Sierra Leone

Tubman Centre of African Culture
Robertsport, Grand Cape Mount Country
Liberia

UCLA See University of California/Los Angeles

UER des Lettres et Sciences Humaines
Universite de Nice 06034 Nice,
Cedes France

Universita Nazionale Somala - Comitato Tecnico Linguistico
*
Universita degli Sudi di Roma
via Magenta 2, 00185 Rome
Italy

*
Universitat Giessen
Institut fur Orientalistik
Otto Behagel-Str. 10, Giessen D-6300
Germany

University of Lagos
African Studies
Lagos, Nigeria
*
Universitat Uppsala
Department of Afro-Asian Languages
Box 513, 751 20 Uppsala
Sweden

*
Universitat zu Koln Institut fur Afrikanistik
Cologne,
West Germany

*
Universite de Burundi
Bujumbura,
Burundi

Universite de Lyon see Laboratoire
d'Information...

*
Universite de Ouagadougou
BP 7021, Ouagadougou
Birkina Faso

Universite de Paris I
Centre de Recherche Africaines
17, r. de la Sorbonne, 75231 Paris
France

*
Universitet Stockholm
S-11360 Stockholm
Sweden

University d'Abidjan see Institut de Linguistique
Appliquee

University of Bern
Dozentur fur Afrikanistik,
c/o Moser Alpenstrasse 47, Bern
Ostermungen
Switzerland

*
University of California/Berkley
African Studies Center
Berkeley, California 94720
U.S.A.

University of California - Los Angeles (UCLA)
Department of Linguistics
Los Angeles, California 90024
U.S.A.

University of Cape Coast
Department of Ghanaian Languages
Cape Coast,
Ghana

*
University of Cape Town
Department of African Languages, U.C.T.
Pte. Bag Rondebosch 7700
South Africa

*
University of Chicago
Department of Near Eastern Languages & Civilizations
1155 E 5th St.
Chicago, Illinois 60637
U.S.A.

University of Florence
Fac. of Arts and Ethiopic Studies
Piazza Brunelles
hi 3, Florence
Italy

*
University of Ghana
Institute of African Studies
Legon,
Ghana

*
University of Ghana
Language Centre
Legon,
Ghana

*
University of Illinois
Champaign-Urbana, Illinois 61801
U.S.A.

*
University of Ilorin
PMB 1515 Ilorin, Kwara State,
Nigeria

*
University of Kansas
Department of African Studies
104 Lippincott Hall
Lawrence, Kansas 66045
U.S.A.

University of Leiden see Leiden University

*
University of London
School of Oriental & African Studies
48 Malet St, London
WC1 E 7HP, England

University of Lund
Department of Senitic Languages
S-223 63 Lund
Sweden

University of Malawi
Chancellor College
Malawi

*
University of Michigan
Center for Near Eastern and North African Studies
144 Lane Hall
Ann Arbor, Michigan 48109
U.S.A.

*
University of Minnesota
African Studies Program
273 Social Science Tower
Minneapolis, Minnesota 55455
U.S.A.

*
University of Natal
Department of Zulu
King George V Avenue, Durban 4001
South Africa

*
University of Nigeria Nsukka
Department of Linguistics and Nigerian Languages
Nsukka
Nigeria

*
University of Orange Free State
PO Box 339, Bloemfontein 9301
South Africa

*
University of Oslo
Department of Linguistics
PO Box 1012 Blindern Oslo 3
Norway

University of Oxford
Oxford, OX1 3BD England

*
University of Port Elizabeth
Nguni and Sotho Languages
PO Box 1600, Port Elizabeth 6000
South Africa

*
University of Pretoria
Department of Bantu Languages
Pretoria 0002
South Africa

University of Rome see Universita Nazionale
Somala...

University of Sierra Leone see Fourah Bay
College

University of Sokoto
Department of Nigerian Languages
PMB 2346, Sokoto
Nigeria

*
University of South Africa
PO Box 392. Pretoria
South Africa

*
University of Stellenbosch
Institute for Language Teaching
7600 Stellenbosch
South Africa

University of Stockholm
Frescati
106 91, Stockholm
Sweden

*
University of Sydney
Department of Semitic Studies
NSW 2006 Sydney
Australia

*
University of Texas - Austin
Depattment of Oriental and African Languages
2601 University Avenue
Austin, Texas 78712
U.S.A.

*
University of Toronto
African Studies Programs
New College, Toronto, Ontario
58 1A1
Canada

*
University of Transkei
PBX 5092 Umtata, Transkei
South Africa

*
University of Washington
M42 Denny
Seattle, Washington 98195
U.S.A.

*
University of Western Ontario
Department of Anthropology
London, Ontario, N6A 5C2
Canada

University of Wisconsin
African Studies Center
Madison, Wisconsin 53706
U.S.A.

*

University of Yaounde
Department of Linguistics
BP 755, Yaounde,
Cameroon

*

University of York
Department of Language
Heslington, YOL 5DD
England

*

University of the Western Cape
PB X17 Bellville, 7530
South Africa

*

University of the Witwatersrand
Deparment of African Languages
1 Jan Smuts Ave., Johannesburg 2001
South Africa

*

Westermann Institute for Ewe Research
PO Box 115, Denu/Volta Region
Ghana

*

World Gospel Mission
Box 467, Nakuru
Kenya

*

World Wide Mission in Liberia
Box 10, Buchannen, Liberia
c/o LAMCO, Box 69
Roberts International Airport
Liberia

Zimbabwe Literature Bureau
P.O. Box 8137 Causeway Harare,
Zimbabwe

Appendix I

A Country by Country Listing of the 83 High Priority Languages

Algeria: Arabic
Angola: Chokwe/Lunda, Kongo, Kimbundu, Umbundu
Benin: Gbe, Fulfulde, Hausa, Songhai, Yoruba
Botswana: Sotho/Tswana
Bourkina Faso: Fulfulde, Mandingo, Moore, Senufo, Songhai
Burundi: Ruanda/Rundi
Central African Republic: Gbaya, Sango, Zande
Cameroun: Arabic, Bameleke, Fulfulde, Gbaya, Hausa Krio/Pidgin, Sango, Gbaya
Chad: Arabic, Hausa, Kanuri
Comoros Islands: Arabic, Swahili
Congo: Kongo, Lingala
Djibouti: Arabic, Somali
Egypt: Arabic, Nubian
Equatorial Guinea: Krio/Pidgin
Ethopia: Amharic, Arabic, Gurage, Oromo, Sidamo, Somali, Tigrinya, Teso/Turkana
Gabon: Kongo (kiTuba)
Gambia: Fulfulde, Krio/Pidgin, Mandingo, Serer/Sine Wolof
Ghana: Akan, Anyi/Baule, Gbe, More, Senufo
Guinea: Arabic, Fulfulde, Krio/Pidgin, Kpelle, Mandingo, Susu
Guinea Bissau: Mandingo Soninke, Susu,
Ivory Coast: Anyi/Baule, Mandingo, Moore, Senufo
Kenya: Kalenjin, Kamba, Kikuyu, Luo, Luhia, Maasai, Mero, Oromo, Somali, Swahili, Teso/Turkana
Lesoto: Sotho/Tswana
Liberia: Mandingo, Mende/Bandi/Loko, Kpelle, Kru/Bassa
Libya: Arabic
Malagasy Republic: Malagasy
Malawi: Chewa/Nyanja, Nyakusa, Tumbuka, Yao/Makonde
Mali: Arabic, Fulfulde, Mandingo, Senufo, Songhai, Soninke, Suppire
Mauritania: Arabic, Fulfulde, Soninke, Wolof
Mauritius: Indian Ocean Creole
Mozambique: Makua, Tsonga, Yao/Makonde
Namibia: Nama, Sotho/Tswana
Niger: Arabic, Berber, Fulfulde, Kanuri, Songhai

APPENDIX I: (continued)

Nigeria:	Arabic, Edo, Gbe, Efik/Ibibio, Fulfulde, Gbaya, Hausa, Idoma, Igbira, Igbo, Ijo, Kanuri, Nupe, Tiv, Yoruba
Rwanda:	Ruanda/Rundi
Senegal:	Fulfulde, Mandingo, Serer/Sine, Soninke, Wolof
Sierra Leone:	Krio/Pidgin, Mandingo, Mende/Bandi/Loko, Susu Temne
Somalia:	Arabic, Somali
South Africa:	Nama, Sotho/Tswana, Tsonga, Xhosa/Zulu/Swazi, Venda
Sudan:	Arabic, Dinka, Fufulde, Nubian, Nuer, Zande
Swaziland:	Xhosa/Zulu/Swazi
Tanzania:	Gogo, Luo, Maasai, Makua, Meru, Nyakusa, Ruanda/Rundi, Swahili, Sukuma/Nyamwezi, Tumbuka, Yao/Makonde
Togo:	Gbe, Yoruba
Tunisia:	Arabic
Uganda :	Ganda, Luhia, Nyoro, Ruanda/Rundi, Swahili
Zaire:	Bemba, Chokwe/Lunda, Kongo, Lingala, Luba, Mongo/Nkundo, Nyoro, Ruanda/Rundi, Sango, Swahili, Zande
Zambia:	Bemba, Chewa/Nyanja, Chokwe/Lunda, Lozi
Zimbabwe:	Lozi, Shona, Sotho/Tswana, Venda

Appendix J:

Country/Language Listings

Akan: Ghana, Ivory Coast
Amharic: Ethopia
Anyi-Baule: Ivory Coast, Ghana
Arabic: Algeria, Cameroun, Chad, Djibouti, Egypt, Ethopia, Guinea, Libya, Malagasy, Mali, Mauritania, Morocco, Niger, Somalia, Sudan, Tunisia
Bamileke: Cameroun
Bemba: Zambia, Zaire
Berber: North Africa
Chewa/Nyanja: Malawi, Mozambique, Zambia, Zimbabwe
Choke/Lunda: Angola, Zambia, Zaire
Dinka: Sudan
Edo: Nigeria
Ebira: Nigeria
Efik/Ibibio: Nigeria
Fulfulde: Benin, Burkina Faso, Cameroun, Chad, Guinea, Guinea Bissau, Mauritania, Mali, Niger, Nigeria, Senegal
Ganda: Uganda
Gbaya: Cameroun, Central African Republic
Gbe: Benin, Ghana, Nigeria, Togo
Gogo: Tanzania
Gurage: Ethopia
Hausa: Benin, Niger, Nigeria (also enclaves in Cameroun, Chad, Ghana, Ivory Coast, Libya, Sudan)
Hehe: Tanzania
Idoma: Nigeria
Igbo: Nigeria
Ijo: Nigeria
Indian Ocean Creole: Mauritus
Kalenjin: Kenya
Kamba: Kenya
Kanuri: Cameroun, Chad, Nigeria
Kikuyu: Kenya
Kimbundu: Angola
Kongo: Angola, Zaire
Kpelle: Liberia
Krio/Pidgin: Cameroun, Equatorial Guinea, Gambia, Ghana, Nigeria, Sierra Leone
Kru/Bassa: Ivory Coast, Liberia
Lingala: Angola, Cameroun, Central African Republic, Congo, Zaire
Lozi: Zambia
Luba: Zaire
Luo/Acholi/Lango: Kenya, Uganda
Luyia: Kenya, Uganda

APPENDIX J: (continued)

Maasai: Kenya, Tanzania
Makua/Lomwe: Mozambique, Tanzania
Malagasy: Malagasy Republic
Mandingo: Burkina Faso, Gambia, Guinea, Ivory Coast, Liberia, Mali, Senegal, Sierra Leone
Mbundu: Angola
Mende/Bandi/Loko: Liberia, Sierra Leone
Meru: Kenya
Mongo/Nkundo: Zaire
Moore/Mossi: Burkina Faso, Ghana, Inory Coast
Nama: Angola, Botswana, Namibia, South Africa
Nubian: Robin Thelwall, P.L. Shinnie
Nuer: Ethopia, Sudan
Nupe: Nigeria
Nyakusa: Malawi, Tanzania
Nyoro: Uganda, Zaire
Oromo: Ethopia, Kenya
Ruanda/Rundi: Tanzania, Uganda, Zaire
Sango: Central African Republic, Zaire
Sara: Central African Republic, Chad
Senufo: Burkina Faso, Ivory Coast
Serer: Gambia, Senegal
Shona: Mozambique, Zimbabwe
Sidamo: Ethopia
Somali: Djibouti, Ethopia, Kenya, Somalia
Songhai: Algeria, Burkina Faso, Benin, Mali, Niger, Nigeria
Soninke: Gambia, Guinea Bissau, Mali, Mauritania, Senegal
Sotho/Tswana: Botswana, Lesotho, Namibia, South Africa
Sukuma/Nyamwezi: Tanzania
Suppire: Mali
Susu: Guinea, Sierra Leone
Swahili: Kenya, Mozambique, Tanzania, Zaire
Temne: Sierra Leone
Teso/Turkana: Kenya, Uganda
Tigrinya: Ethopia
Tiv: Nigeria
Tsonga: Mozambique, South Africa, Zambia, Zimbabwe
Tumbuka: Malawi, Tanzania, Zambia
Umbundu: Angola, Namibia
Venda: South Africa
Wolof: Gambia, Mauritania, Senegal
Xhosa/Zulu/Swazi: South Africa, Swaziland, Zimbabwe
Yao/Makonde: Malawi, Mozambique, Tanzania
Yoruba: Benin, Nigeria, Togo
Zande: Central African Republic, Zaire

Appendix K:

New Institutional/Individual Questionaire

1. This form is for _ individual or _ institution.
2. Name of individual completing this form (please print).
3. Department (if applicable)
4. Instution or Organization (if applicable).
5. Address
6. City, (State) and Country.
7. Language Information (please use a separate line for each or major dialect with which your or your institution is working.

ID	Language	Heading	Language or Dialect	RES	MAT	TCH	MOD	LVL

*Explantations and instructions are given on the following page. Once completed, please send this form to David Dwyer, African Language Project, African Studies Center, Michigan State University, East Lansing, Michigan 48824.

ID: Identification: Use the identivication number listed in Appendix A (e.g., Berber=B4, Igbo=A7). If the language is from group D identify the language using the Greenberg (1966) classification adding Guthrie's taxonomy for Bantu languages.

Language Heading: Use the language heading listed in Appendix A, if a group D please submit a Language Fact Form (Appendix L).

Language or Dialect: If you work specifically within one subarea of this heading (e.g., Mandingo/Bambara or two distinct subareas (e.g. Xhosa-Zulu/Xhosa and Zulu) then use two lines for this information.

RES: Research: Do you carry out research on this language (phonology, sociolinguistics, historical/comparative)? Simply state yes or no.

MAT: Materials Development: Are you preparing or have you prepared learning materials for this language? If "yes" please attach a description.

TCH: Teaching

a) Individuals: Are you teaching or have you taught this language?

b) Institutions: Do you teach or is your institution prepared to teach this language?

MOD: Mode of teaching: Under what instructional mode is this language being offered?

CLS: yearly offering for college credit or equivalent
DMD: on demand for college credit or equivalent
NCR: other types of instruction not for academic credit

LVL: Level of instruction: Indicate the level to which instruction is being offered.

BEG: beginning, equals one year of college study
INT: intermediate, equals two years of college study
ADV: advanced, equals more than two years of college study

Appendix L:

Language Fact Form

1. CLASSIFICATION AND WHERE SPOKEN
   (Use Greenberg, 1966) for Congo-Kordofanian (including Guthrie for Bantu), Koisan and Afroasaiatic (but Bender (1977) for Nilotic and the Semitic languages of North Africa. For location indicate countries and within countries use compass points.

2. NUMBER OF SPEAKERS
   (Give sources, ideally census figures or other demographic surveys; indicate whether this includes both first and second language users.)

3. USAGE
   (Include role as a lingua franca, whether a national, regional or local language, official recognition, use in schools, radio and television, magazines and newspapers.)

4. DIALECT SURVEY
   (Indicate any published surveys, major dialect distinctions, if any, which would possibly suggest separate sets of learning materials, name of standard dialect if any.)

5. ORTHOGRAPHIC STATUS

   (Indicate status of orthographies used, and degree of standardization.)

6. SETS OF LEARNING MATERIALS REQUIRED

7. RESOURCES

A. INSTITUTIONAL RESOURCES
(Give name and address)

B. INDIVIDUAL RESOURCES
(Give name and address)

Appendix M
Learning Material Evaluation Questionnaire

LANGUAGE _ Reviewer: _

A. Learning Materials:
I. Identificion of materials:
1. _
2. _
3. _
4. _
5. _
6. _
7. _
8. _
9. _
10. _

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--
b) Number of Pages	--	--	--	--	--	--	--	--	--	--
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses Standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--	--	--	--
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	--	--	--	--	--	--	--	--	--	--
b) Dependency	--	--	--	--	--	--	--	--	--	--
c) Methodology	--	--	--	--	--	--	--	--	--	--
d) Adaptability	--	--	--	--	--	--	--	--	--	--
e) Overall Ranking	--	--	--	--	--	--	--	--	--	--
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Basis	--	--	--	--	--	--	--	--	--	--
b) Quality	--	--	--	--	--	--	--	--	--	--
VII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Adequacy	--	--	--	--	--	--	--	--	--	--
b) Thoroughness	--	--	--	--	--	--	--	--	--	--
VIII. Cultural Situations:	1	2	3	4	5	6	7	8	9	10
a) Representative	--	--	--	--	--	--	--	--	--	--
b) Sufficient	--	--	--	--	--	--	--	--	--	--
IX. Chapter design:	1	2	3	4	5	6	7	8	9	10
a) Dialogs	--	--	--	--	--	--	--	--	--	--
b) Notes on Dialogs	--	--	--	--	--	--	--	--	--	--
c) Readings	--	--	--	--	--	--	--	--	--	--
d) Notes on Readings	--	--	--	--	--	--	--	--	--	--
e) Grammar Drills	--	--	--	--	--	--	--	--	--	--
f) Grammar Notes	--	--	--	--	--	--	--	--	--	--
g) Vocabulary	--	--	--	--	--	--	--	--	--	--
h) Tests	--	--	--	--	--	--	--	--	--	--
i) Illustrations	--	--	--	--	--	--	--	--	--	--
j) Communication Act.	--	--	--	--	--	--	--	--	--	--
k) Learning Suggestions	--	--	--	--	--	--	--	--	--	--
l) Other	--	--	--	--	--	--	--	--	--	--

X. Notes and Comments:
1. _
2. _
3. _
4. _
5. _
6. _
7. _
8. _
9. _
10. _

XI. Overall Evaluation:
1. _
2. _
3. _
4. _
5. _
6. _
7. _
8. _
9. _
10. _

B. Descriptive Materials:

I. Identification of materials:
1. _
2. _
3. _
4. _
5. _
6. _
7. _
8. _
9. _
10. _

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--
b) Number of Pages	--	--	--	--	--	--	--	--	--	--
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--	--	--	--
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	--	--	--	--	--	--	--	--	--	--
b) Reference or Tech.	--	--	--	--	--	--	--	--	--	--
c) Overall ranking	--	--	--	--	--	--	--	--	--	--
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--

VII. Presentation:	1	2	3	4	5	6	7	8	9	10
a) Thoroughness	--	--	--	--	--	--	--	--	--	--
b) Adequate for Ref.	--	--	--	--	--	--	--	--	--	--
c) Adequate as Tech.	--	--	--	--	--	--	--	--	--	--
d) Examples Given	--	--	--	--	--	--	--	--	--	--
e) And Translated	--	--	--	--	--	--	--	--	--	--
f) Explanations Clear	--	--	--	--	--	--	--	--	--	--

VIII. Grammar Analysis:	1	2	3	4	5	6	7	8	9	10
a) Phonology	--	--	--	--	--	--	--	--	--	--
b) Tone	--	--	--	--	--	--	--	--	--	--
c) Morphology	--	--	--	--	--	--	--	--	--	--
d) Syntax	--	--	--	--	--	--	--	--	--	--

IX. Notes and Comments:

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XI. Overall Evaluation:

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C. Dictionaries

I. Identification of Dictionaries:

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3. _
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6. _
7. _
8. _
9. _
10. _

II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--
b) Number of Pages	--	--	--	--	--	--	--	--	--	--

III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--

IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses Standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--	--	--	--
c) Pronuncations Given	--	--	--	--	--	--	--	--	--	--
d) Pron. Accurate	--	--	--	--	--	--	--	--	--	--

V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	--	--	--	--	--	--	--	--	--	--
b) Intended for Learn.	--	--	--	--	--	--	--	--	--	--
c) Use as Student Dict.	--	--	--	--	--	--	--	--	--	--
d) Overall Ranking	--	--	--	--	--	--	--	--	--	--

VI. Entries:	1	2	3	4	5	6	7	8	9	10
a) Number of Entries	--	--	--	--	--	--	--	--	--	--
b) Parts of Speech	--	--	--	--	--	--	--	--	--	--
c) Examples Given	--	--	--	--	--	--	--	--	--	--
d) And Translated	--	--	--	--	--	--	--	--	--	--
e) Explanations Clear	--	--	--	--	--	--	--	--	--	--

VII. Notes and Comments:

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VIII. Overall Evaluation:

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D. Reading Materials:

I. Identification of materials:

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2. _
3. _

D. Reading Materials:

I. Identification of Materials (continued):

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II. Printing:	1	2	3	4	5	6	7	8	9	10
a) Quality	--	--	--	--	--	--	--	--	--	--
b) Number of Pages	--	--	--	--	--	--	--	--	--	--
III. Dialect:	1	2	3	4	5	6	7	8	9	10
a) Indicated	--	--	--	--	--	--	--	--	--	--
b) Justified	--	--	--	--	--	--	--	--	--	--
c) Acceptable	--	--	--	--	--	--	--	--	--	--
IV. Orthography:	1	2	3	4	5	6	7	8	9	10
a) Uses Standard	--	--	--	--	--	--	--	--	--	--
b) Tone Marked	--	--	--	--	--	--	--	--	--	--
V. General Description:	1	2	3	4	5	6	7	8	9	10
a) Level	--	--	--	--	--	--	--	--	--	--
b) Intended as Reader	--	--	--	--	--	--	--	--	--	--
c) Use as Reader	--	--	--	--	--	--	--	--	--	--
d) Overall ranking	--	--	--	--	--	--	--	--	--	--
VI. Organization:	1	2	3	4	5	6	7	8	9	10
a) Basis	--	--	--	--	--	--	--	--	--	--
b) Quality	--	--	--	--	--	--	--	--	--	--
VII. Annotations:	1	2	3	4	5	6	7	8	9	10
a) Given	--	--	--	--	--	--	--	--	--	--
b) Helpful	--	--	--	--	--	--	--	--	--	--
c) Readings translated	--	--	--	--	--	--	--	--	--	--

VIII. Subject Matter:

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IX. Notes and Comments:

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X. Overall Evaluation:

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